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Using CIDS in Secondary Schools

Maine Occupational Information Coordinating Committee

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**Using CIDS
In Secondary Schools**

**Maine Occupational Information
Coordinating Committee**

prepared by
Nona Thompson

c1
MAR 1 1984

Since 1978, the Maine Occupational Information Coordinating Committee has dedicated its efforts toward the delivery of timely career and occupational information to youth and adults in career transition. This publication represents that dedication and a concern that information produced by the committee will be effectively utilized.

William R. Malloy
Chairperson
MOICC

The information in this publication was researched and developed by Nona L. Thompson and Michael Shannon. Design and layout by DF&W, Waterville, Maine. Printed by Central Maine Vocational Technical Institute.

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INTRODUCTION

Purpose

Thanks to the tremendous technological advances in the last two decades, the Career Information Delivery System (CIDS) has been developed and is a marvelously advanced vehicle for providing career related and educational information. To be most effective, utilization of the CIDS cannot be an isolated activity but part of a comprehensive learning process. The eight career education elements and practices can greatly enhance this process. Prior to use of the terminal and/or microfiche and following up their use, many of the activities can be done to help an individual gain optimum learning from the CIDS. Anyone using the CIDS can gain a wealth of information about himself/herself and his/her options through a comprehensive program. This guide is designed to help you provide the process.

Background

Based on a survey completed by public school CIDS users, this guide has been developed. The chapters and subtopics were stated by the school counselors and teachers surveyed to be important in making the best use of the CIDS.

When asked about the eight elements of career education, those interviewed felt all the elements were necessary but that the elements of educational awareness, employability skills, and self awareness were the most needed by public school students. Following those elements in descending order of importance were decision making, beginning competencies, career awareness, appreciation and attitudes, and economic awareness. This guide emphasizes the most requested elements but touches to some degree on all the career education elements.

Information and activities in this guide come not only from the author but from literally dozens of dedicated, creative educators. Whenever possible, credit is given to developers of activities quoted in this guide.

Nona Thompson

THREE GENERAL TECHNIQUES FOR USING CIDS

Individual Counseling or Instruction

One-on-one work is often the quickest, most effective method for working with an individual. The teacher or counselor can usually build trust fairly quickly and the student can begin to feel comfortable to delve into exploring his/her own traits and his/her options with the aid of the teacher or counselor. All activities which are designed for individual work will be designated by *I*.

Group Counseling or Instruction

Group work enables the teacher or counselor to reach several people in a limited amount of time and gives different types of opportunities from those gained in individual counseling. Interaction among members of the group is a key element with groups - trust building is a way of developing self-confidence, interpersonal skills as well as sharing ideas and information. The teacher or counselor's role here is to facilitate and lead discussion while the group takes the major role in the actual explorations and problem solving. All activities which are designed for group work will be designated by *G*.

In some instances the activities in this guide can be used individually or in a group setting and/or through peer facilitation. Activities which can be utilized equally effectively either way will be designated with *I-G-P* or *any combination appropriate*.

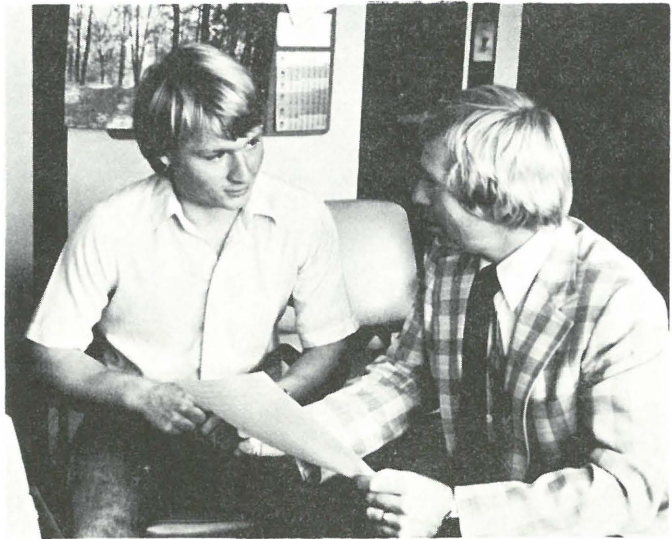
Peer Facilitation

Peer facilitation is an exciting way peers lead other peers to learn about themselves and explore options. Since this involves special instruction of students to become peer facilitators, a chapter is devoted to this one topic alone. All activities in the guide which can be used with the peer facilitation method are indicated with a *P*.

PRELIMINARY ACTIVITIES

As mentioned earlier, CIDS, to be most effective, is a part of a comprehensive learning process involving the 8 elements of career education.

Prior to actually using the CIDS, there are some specific activities which are particularly beneficial.



1. The "Career Planner" front and back sections can be helpful to aid a student to begin thinking about what he/she needs to learn from the CIDS. These activities can also serve as ice breakers to develop a relationship with the counselor.
2. Administering interest inventories really helps an individual to specifically consider career options and begin to develop an idea of the career fields appropriate for him/her. Sample interest inventories are the Self Directed Search (SDS), the Strong-Campbell, the Job-O. All these inventories must be ordered. At the back of this chapter are some sample interest inventories which you can reproduce for use.
3. Ideally, the student should have an individual conference with the counselor prior to CIDS use. Then he/she can go over any interest inventories, aptitude tests, and/or achievement tests pertaining to careers and schooling possibilities - then when the individual actually accesses the terminal, he or she has a much more specific idea of what to explore.
4. If the student is unfamiliar with the CIDS, an orientation of what to expect from its use is necessary. A discussion of each of the files is helpful to make students aware of the wide range of information they can learn through the system. Time Share Corporation has developed a filmstrip called Pyramids which explains the GIS system.
5. Self awareness activities are an excellent way to get people thinking about what they want to do and can be good motivation to get students to gain as much as possible from the CIDS. Several appropriate activities can be found in the self awareness section of the Career Education Primer included in this handbook.

Work Activity Preference Checklist

Directions:

Use the following scale to rate your preferences for each work activity. Circle the rating describing your feelings about working in an occupation which would involve you in that activity.

- + 2 Would like the activity very much.
- + 1 Would like the activity.
- 0 Would neither like nor dislike the activity
- 1 Would dislike the activity
- 2 Would dislike the activity very much

No.

Type of Situation

Circle the rating describing your feelings about each situation.

1	Activities dealing with things and objects.	+ 2	+ 1	0	- 1	- 2
2	Activities involving business contact.	+ 2	+ 1	0	- 1	- 2
3	Activities of a routine, definite, organized nature.	+ 2	+ 1	0	- 1	- 2
4	Activities involving direct personal contact to help or instruct others.	+ 2	+ 1	0	- 1	± 2
5	Activities resulting in recognition or appreciation from others.	+ 2	+ 1	0	- 1	- 2
6	Activities involving the communication of ideas and information.	+ 2	+ 1	0	- 1	- 2
7	Activities of a scientific and technical nature.	+ 2	+ 1	0	- 1	- 2
8	Activities involving creative thinking.	+ 2	+ 1	0	- 1	- 2
9	Activities involving processes, methods, or machines	+ 2	+ 1	0	- 1	- 2
10	Activities involving working on or producing things.	+ 2	+ 1	0	- 1	- 2

Directions:

List in order of your preference the ten types of work activities. Place the activity type numbers in the box below. Use your ratings given to each activity to help determine the order. For example, if you rated any activities + 2, they should be listed ahead of any rated + 1.

First
Choice

2nd

3rd

4th

5th

6th

7th

8th

9th

Last
Choice

Work Situation Preference Checklist

Directions:

Use the following scale to rate your preferences for each work situation. Circle the rating describing your feelings about the working in an occupation which would involve you in that situation.

- + 2 Could adapt readily. Could be satisfied with such work
- + 1 Could adapt to the situation
- 0 Am not sure or have no strong feelings about the situation
- 1 Would be difficult to adapt to the situation
- 2 A difficult situation I would like to avoid.

No.	Type of Situation	Circle the rating describing your feelings about each situation.
-----	-------------------	--

1	Performing duties which change frequently.	+ 2	+ 1	0	-1	-2
2	Performing routine tasks.	+ 2	+ 1	0	-1	-2
3	Planning and directing an entire activity.	+ 2	+ 1	0	-1	-2
4	Dealing with people.	+ 2	+ 1	0	-1	-2
5	Influencing people's opinions, attitudes, and judgements.	+ 2	+ 1	0	-1	-2
6	Working under pressure.	+ 2	+ 1	0	-1	-2
7	Making decisions using personal judgement.	+ 2	+ 1	0	-1	-2
8	Making decisions using standards that can be measured or checked.	+ 2	+ 1	0	-1	-2
9	Interpreting and expressing feelings, ideas, or facts.	+ 2	+ 1	0	-1	-2
10	Working within precise limits or standrads of accuracy.	+ 2	+ 1	0	-1	-2

Directions:

List in order of your preference the ten types of work situations. Place the situation type numbers in the box below. Use the ratings you gave to each situation to help determine the order. For example, if you rated any situations + 2, they should be listed ahead of any rated + 1.

First
Choice

2nd

3rd

4th

5th

6th

7th

8th

9th

Last
Choice

SELF-EVALUATION OF ABILITIES

- (1) What are the things that you do best? Refer to the broadest possible range of your experience. Do not be concerned about whether your answers have any particular relationship to careers. Of all the things that you do or have done before, what do you perform with the greatest skill? Some of these may be talents which come naturally to you and thus may be difficult for you to notice in yourself. Name one or more and describe them as specifically as you can.
- (2) Now look through the Abilities categories which are defined on the following pages and evaluate yourself on each of these according to the following scale:
1. = No ability here at all
 2. = Enough ability to get by with help from others
 3. = Some ability
 4. = Definite, strong ability in this area

When evaluating your abilities, do not compare yourself with any particular reference group such as other students or the general population. Just rate yourself according to your best estimate of your capability.

Self-Rating

Verbal-Persuasive

- _____ Writing: express myself well in written forms of communication
- _____ Talking: relate easily with people in ordinary conversational settings
- _____ Speaking: able to deliver a talk or address to an audience
- _____ Persuading: able to convince others to believe something that I hold to be true
- _____ Selling: able to convince others to buy a product that I am selling
- _____ Dramatics: able to portray ideas or stories in a dramatic format
- _____ Negotiating: able to bargain or discuss with a view toward reaching agreement

Social

- _____ Social ease: relate easily in situations which are primarily social in nature, i.e., parties, receptions, etc.
- _____ Deal with public: relate on a continual basis with people who come to an establishment for information, service or help, including a broad cross-section of people

continued on next page

Self-Evaluation of Abilities

Social

_____ Good appearance: dress presentably and appropriately for a variety of interpersonal situations or group occasions.

_____ Deal with negative feedback: able to cope with criticism

Numerical

_____ Computational speed: able to manipulate numerical data rapidly without the aid of a mechanical device, demonstrating considerable accuracy in the process

_____ Work with numerical data: comfortable with large amounts of quantitative data, compiling, interpreting, presenting such data

_____ Solve quantitative problems: able to reason quantitatively so that problems having numerical solutions can be solved without the aid of a computer or other mechanical equipment.

_____ Computer use: able to use electronic computers to solve quantitative problems; knowledge of programming, computer capabilities, etc.

Investigative

_____ Scientific curiosity: ability to learn scientific phenomena and investigate events which may lead to such learning

_____ Research: gather information in a systematic way for a particular field of knowledge in order to establish certain facts or principles

_____ Technical work: work easily with practical, mechanical, or industrial aspects of a particular science, profession or craft

Manual-Physical

_____ Mechanical reasoning: able to understand the ways that machinery or tools operate and the relationships between mechanical operations

_____ Manual dexterity: skill in using one's hands or body

_____ Spatial perception: able to judge the relationships of objects in space, to judge sizes and shapes, manipulate them mentally and visualize the effects of putting them together or of turning them over or around

continued on next page

Self-Evaluation of Abilities

Manual - Physical

_____ Physical stamina: physical resistance to fatigue, hardship and illness

_____ Outdoor work: familiar with the outdoors, ability to work outdoors without encountering obstacles or knowledge deficiencies

Creative

_____ Artistic: keenly sensitive to aesthetic values, able to create works of art

_____ Imaginative with things: able to create new ideas and forms with various physical objects

_____ Imaginative with ideas: able to create new ideas and programs through conceiving existing elements of behavior in new ways; able to merge abstract ideas in new ways

Working with Others

_____ Supervising: able to oversee, manage or direct work of others

_____ Teaching: able to help others learn how to do or understand something; able to provide knowledge or insight

_____ Coaching: able to instruct or train an individual to improve his or her performance in a specific subject area

_____ Counseling: able to engage in a direct helping relationship with another individual in situations where the person's concern is not solvable through direct information-giving or advice

Managerial

_____ Organization and planning: able to develop a program project or set of ideas through systematic preparation and arrangement of tasks, coordinating the people and resources necessary to put a plan into effect.

_____ Orderliness: able to arrange items in a systematic, regular fashion so that such items or information can be readily used or retrieved with a minimum of difficulty.

continued on next page

Self-Evaluation of Abilities

Managerial

_____ Handle details: able to work with a great variety and/or volume of information without losing track of any items in the total situation; comfortable with small informational tasks that are part of the larger project responsibility

_____ Make decisions: comfortable in making judgements or reaching conclusions about matters which require specific action; able to accept the responsibility for the consequences of such actions

(Donald E. Super and J. O. Crites, Appraising Vocational Fitness, Rev. Ed. New York; Harper Brothers, 1962, p. 287)

- (3) Of the abilities you have rated for yourself, which do you believe represent your most prominent strengths? Refer both to those you rated for yourself on the 1 to 4 scale and those which you described in Questions No. (1). Choose whichever of these are your most outstanding abilities and write them down.

List some occupations in which you believe these strengths are important.

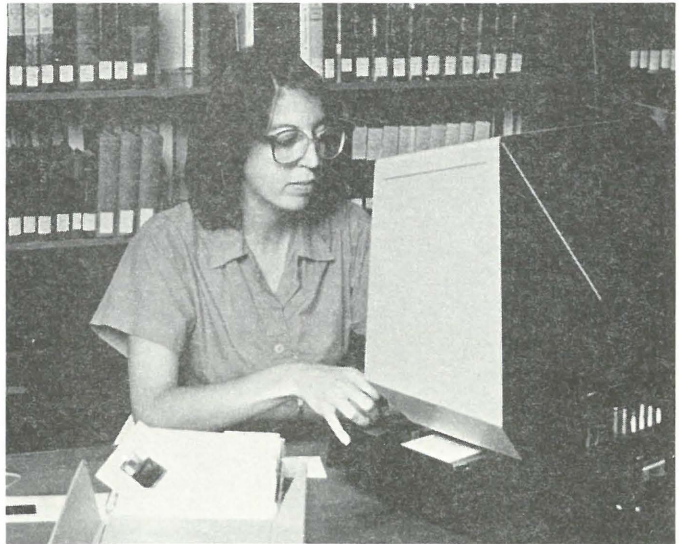
Research in GIS Occupation File.

From "MOICC Modules" by Andre Hemond

FOLLOW-UP ACTIVITIES

Just as preliminary activities are essential to make CIDS part of a comprehensive learning process, so are follow-up activities. Depending on the files, used, there are dozens of ways to expand what is learned from that file to a more enriching experience. All of the activities listed in the Career Education Chapter (VI) can be used as pre- or follow-up activities. In addition to that, a little creativity on the part of your students as well as yourself can tailor the follow-up activity to be especially rewarding to each individual student.

Some examples of the types of activities your students might do are listed below:



1. After use of the financial aid file, visit the financial aid offices of the school you wish to attend or that of the nearest postsecondary school for additional information and/or specific forms for you to complete.
2. After a job search, job shadow workers or visit places of work where the occupations which interest you can be found.
3. Interview workers who are employed in occupations which interest you.
4. Read whatever printed materials there are available on the job or school in which you have interest. Materials on jobs can be found in many libraries; every high school guidance office has hundreds of postsecondary school catalogs.
5. After using the armed services file, talk to a recruiter from each branch of the service in which you have interest.
6. Have a consultation with your counselor. Check what you are interested in with other things known about your abilities, interests, and aptitudes for compatibility. Take a look at what your next step should be.

ENCOURAGING STAFF INVOLVEMENT



You may be doing a terrific job using the CIDS to help students - and all is going really well. But you feel like an island; all of the staff people around you are tolerant of you and your "computer counseling", but do not see this approach as applicable to them. You feel they and their students are missing out on a real opportunity. How do you get other staff members involved? Of course, gaining administrative support is a real key to increasing involvement.

Probably the most effective method is that of enticement, showing them how use of the CIDS will make their jobs easier and more effective. Here are some methods that have worked in other places.

1. At a staff meeting, ask to have time to describe what you are accomplishing through use of the CIDS. Perhaps one of your more enthusiastic students could attend and describe his/her experiences with the system - then offer to help other counselors and staff members learn to use the system.
2. If the school has a school paper, write up your endorsement of the CIDS and why. Again, a student could write up his/her experiences to accompany your entry.
3. Offer a workshop (advertise there will be refreshments and that the session will be brief) to show other staff how the system works. Whenever possible, either during the workshop or at a later date, let each individual work at the terminal on something he or she is particularly interested in (a career change, graduate school programs, a college search for a son or daughter, etc.). Learning about something that pertains directly to ourselves or a particular vested interest we have and having fun at the same time is always a great selling factor for future cooperation.
4. If you have some real die-hard skeptics in your school, don't worry about them for now. Work with the more amenable people first. Their enthusiasm may rub off or at least spark someone's curiosity to the point where they want to learn more.

ENCOURAGING STUDENT USE

Grades 7 - 12

Some school counselors feel they have so many people using the CIDS that promotion of it is not an issue. Most schools, though, have at least some students they feel they are not reaching. There are several ways to promote the CIDS.

Two obvious ways are through the use of school announcements and by placing posters in strategic spots throughout the school. Probably more effective is the method of passing the word from student to student. If you have a peer facilitation program, the peer counselors can do an excellent job promoting the system.

Perhaps the most thorough method for promoting the CIDS is for the counselor to work cooperatively with the teaching staff and make presentations in classes. Planned effectively, the counselor can reach entire grades in this fashion. Even better is if the counselor plans the presentations to be done along with students who have had positive experiences with the CIDS which they can relate to the class.

Adult Education Students

The first step in involving adult education students in a CIDS Program is to educate the adult education director in use of the CIDS. If at all possible, get the director to actually access the system to get first hand experience (and to get enthused). Then the two of you can develop a plan of action for involving adult education students in the CIDS. Several options are available.

If a school counselor works directly with the evening program, he/she could promote the CIDS to the students in a similar way as done with the day students. If a counselor is not assigned to the evening program, perhaps a counselor or the adult education director could be available on certain evenings to demonstrate/offer time on the system to students during breaks or in an adult education class, when appropriate. Peer facilitators could also do this. If time permits and if feasible, adult education students could make appointments through the guidance office to come in during the day or after school to use the system.

ENCOURAGING PARENT & COMMUNITY INVOLVEMENT

In promoting your CIDS Program to parents, working through their children is probably the most effective method. Talk with each group of students with whom you work and ask them to go home and tell their parents about the system and to come in and try it out themselves. In addition to that, you could send home letters to parents inviting them to make appointments to come in and try out the system with you or with their children. Accompanying this letter could be a brochure your school has prepared explaining the CIDS and the school's career guidance service for parents and community members.

Another approach is providing demonstrations of use of the CIDS by the school counselors and/or peer facilitators at a school open house. Getting time to speak at a parent open house or at a parent night could enhance the demonstration.

Workshops for parents pointing out their responsibilities in enhancing their children's career development would be great for really motivated parents. An overview of career development theory and its application to the use of the CIDS would be the foundation for the workshops.

To involve community members who may not necessarily be parents of students, getting on the roster to speak about CIDS at public service groups would generate interest and gain support. Brochures explaining the CIDS and stating its availability to community members would be helpful. Another way would be to write a press release for local newspapers giving the same information.



PROMOTING NONTRADITIONAL ROLE EXPLORATION

There are an incredible number of stereotypes that restrict individuals from pursuing many options which could be very rewarding to them. For example, men are told they must be "tough" and can display only certain emotions, while women are taught that only certain activities are feminine and, therefore, acceptable. These types of myths inhibit one's total way of responding to life but especially to what lines of work one feels able to pursue.

Hopefully, we all are becoming more aware of how unfortunate this line of thinking is, but, many of us are so locked into traditional stereotypes that we don't know how to break out. Counselors have a particularly difficult task in their role, because it is their job to provide bias-free counseling even though they themselves have all their own stereotypic thoughts to overcome. Even those of us who feel totally enlightened may catch ourselves thinking or giving information to another person with a very stereotyped slant.

To combat this, the best we can do is to try to continually make a conscious effort to encourage both males and females to enter any line of work or study of particular interest to them and in keeping with their attitudes regardless of sex and traditional role stereotypes in the past.

To help you aid to students to think more freely, a few activities are listed below:

1. Discuss stereotypic clichés about men and women. (Example: Men are logical; women are intuitive. Men are practical; women are frivolous.) Lead a discussion on the validity or refutability of each expression. *Learning Magazine*
2. Have group describe what it means to be masculine and feminine in our culture and identify those jobs which appear to be unfeminine or unmasculine and state their reasons why. Have students predict whether or not women who assume jobs previously performed by men will lose their femininity and whether or not men who assume jobs previously performed by women lose their masculinity.
3. Discuss whether or not a husband has the right to impose on his wife the value that a wife should not work. What could a woman who wants or feels she needs to work do in this situation?
4. When the students are doing a job search on the computer, ask them to pretend that they are their brother or sister, whichever would be opposite in sex from them, to see if they answer the items differently or come up with different options.

THE FANTASIES

- I. The year is 1982. Patricia J. is just completing the first semester of her senior year in high school. Her boyfriend Scott and she have been dating for 7 months and, although their relationship is quite satisfying and important to her, it is currently causing her much distress. Scott has been accepted at a college in a distant state and has decided to attend. He would like Patricia also to go to school there (on a whim she applied and was accepted). Pat is unclear about what she would like to major in (if she goes to college at all--she really is not convinced she wants to do that), but several of the majors in which she is somewhat interested are not offered at Scott's school. Her parents want Pat to attend their alma mater and also want her to major in a subject that would guarantee employment upon graduation.

Instructions--Finish the story (insert any steps you think Pat might take to assist her in making this decision). Remember--it's 1982. Imagine what could be.

- II. Anne and Allan Johnson have been married for four years and they have one child, Jamie, age 2 1/2. Anne and Allan met while both of them were in high school. Allan was 2 years older than Anne, and when he graduated went immediately into the service. When he was discharged two years later, they were married and then immediately moved across the country so Allan could attend college. While Allan was in the service, Anne worked as a sales clerk in her father's store. Currently Allan is attending college and also working to supplement the support the GI Bill provides. He is majoring in business and hating it. Recently he decided that he really wanted to be an engineer and, with only one year of school remaining to complete his Business degree, wants to switch majors although that would necessitate another 3 years of college. Anne, who has not been working at all since Jamie was born, is quite disappointed. She and her husband had agreed that after he had completed college, she would be able to begin whatever training she desired. An intense feud rages.

Instructions--Finish the story (insert any suggestions you can think of which would help Anne and Allan to resolve their problem). Remember--it's 1982.

What kinds of suggestions can you make as to what steps Anne and Allan could have taken to prevent this conflict?

OPINIONNAIRE

Read each item. Indicate whether or not you agree with the statement by checking the appropriate column. Discuss results with group.

<u>Agree</u>	<u>Disagree</u>	
_____	_____	1. A woman's place is in the home.
_____	_____	2. Women are not <u>seriously</u> attached to the labor force; that is, they work only for extra "pin money".
_____	_____	3. Women are absent from work more than men because of illness; therefore, they cost the company more.
_____	_____	4. Women don't work as many years or as regularly as men; their training is costly, and largely wasted.
_____	_____	5. When women work, they deprive men of job opportunities; therefore, women should quit those jobs they now hold.
_____	_____	6. Women should stick to "women's jobs" and should not compete for "men's jobs".
_____	_____	7. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their work load.
_____	_____	8. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.
_____	_____	9. Men don't like to work for women supervisors.
_____	_____	10. Housewives are happy women.
_____	_____	11. Education is wasted on women.
_____	_____	12. Women have a higher turnover and absenteeism rate than men.
_____	_____	13. Women get married, then quit work.

THE MYTH AND THE REALITY*

Are Male Workers More Equal Than Female Workers?
No! All Workers Are Equal!

The Myth

1. A woman's place is in the home.
2. Women aren't seriously attached to the labor force; they work only for "pin money".
3. Women are out ill more than male workers; they cost the company more.
4. Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.

The Reality

Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home.

Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

Of the 31 million women in the labor force in March, 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than \$3,000 a year. Another 5.7 million were married and had husbands with incomes between \$3,000 and \$7,000 --incomes which by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.

A recent Public Health Service study shows little difference in the absenteeism rate due to illness or injury; 5.9 days a year for women compared with 5.2 for men.

While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average worker has a work-life expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

continued on next page

The Myth and the Reality*

5. Women take jobs away from men; in fact, they ought to quit those jobs they now hold.

6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

7. Women don't want responsibility on the job; they don't want promotions or job changes which add to their work load.

Studies on labor turnover indicate that net differences for men and women are generally small.

The 1968 rates for accessions and separations in manufacturing for men and women were 4.4 and 5.3, and 4.4 and 5.2, respectively, per 100 employees.

There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses.

In addition, the majority of the 7 million single women in the labor force support themselves; and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.

Jobs, with extremely rare exceptions, are sexless. Women were found in all of the 479 occupations listed in the 1960 decennial census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as non-farm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.

continued on next page

The Myth and the Reality*

8. The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

9. Men don't like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

Additional Information:

10. Housewives are happy women.

Wives are sixty times more likely to become depressed than single women.

11. Education is wasted
on women.

Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.

12. Women have a higher turnover and absenteeism rate than men.

Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a high turnover rate in less rewarding jobs, regardless of the sex of employees.

13. Women get married and quit work.

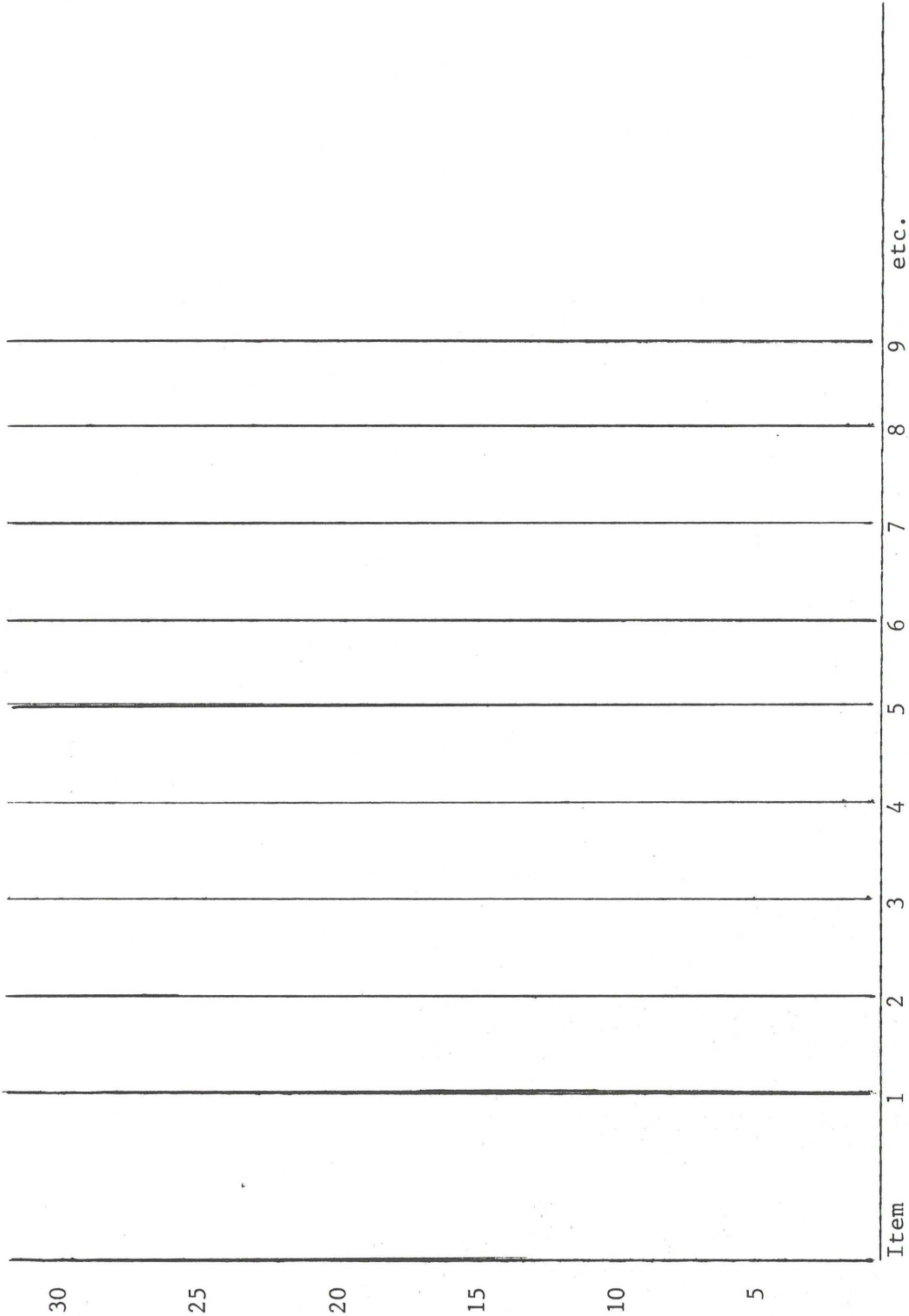
Sixty percent of working women are married, and one-third of all mothers work.

*Numbers 1 through 9 furnished by U.S. Department of Labor; Employment Standards Administration; Women's Bureau; Washington, D.C. 20210: For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price 10 cents. Stock Number 2902-0041.

continued on next page

Number of Responses

Profile Chart for "MYTHS AND REALITIES"



continued on next page

MAPLE HEIGHTS SEX EQUITY QUESTIONNAIRE

Self Awareness

DIRECTIONS: Read each statement carefully. There are no right or wrong answers. Check the box which best describes how you feel about the statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. It's not appropriate for men to be nurses.					
2. If a family with one boy and one girl can afford to send one child to college, it makes more sense to send the boy.					
3. By their nature, women are suited for certain types of jobs that men are not suited to.					
4. In the future, there will most likely be a woman President of the U.S.					
5. Most people should get a college degree.					
6. If only one parent can go to work, it should be the father.					
7. I do not have much self-confidence when I have to take part in large group discussions.					
8. A woman who wants to have a career should not have children.					
9. Most women will always have a husband to take care of them.					
10. Most television commercials are guilty of sex role stereotyping.					

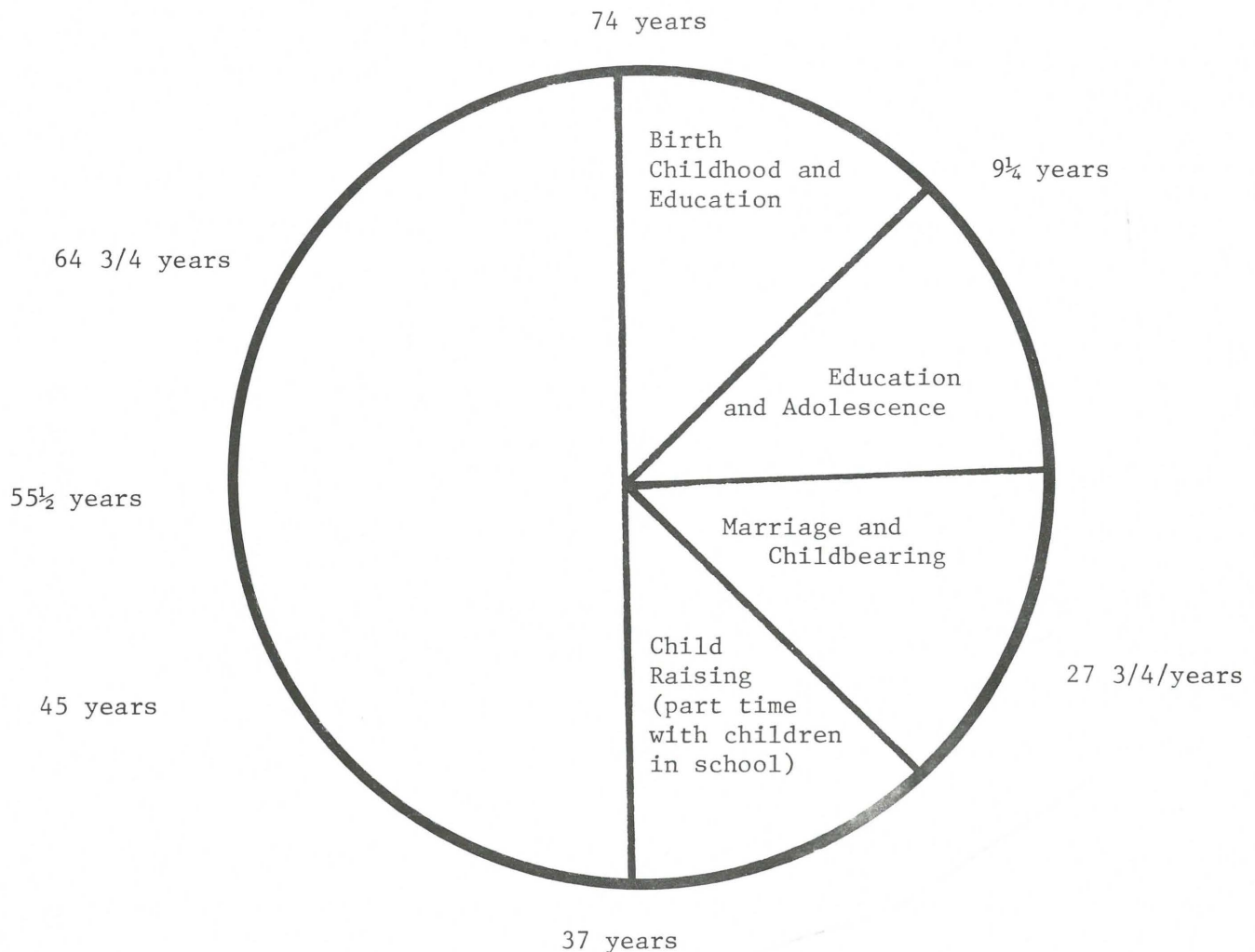
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Maple Heights Sex Equity Questionnaire

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
11. Career exploration is mainly for vocational students.					
12. Most workers should retire when they are 65 years old because they cannot think quickly enough or adapt to new situations any longer.					
13. A company which hires token blacks and women is a company with fair hiring practices.					
14. Blacks have more natural athletic ability than whites.					
15. Women are more emotional than men.					
16. A college degree is a waste of money for girls who do not plan to use it to get a good job.					
17. Newspaper staff members should share the same opinions and beliefs.					
18. Teaching is a more practical career for women than business is.					
19. The costs of having a baby depends only on the current hospital rates.					
20. In the past, blacks have received the benefits of due process of law less often than whites.					

California Advisory Commission on the Status of Women

A W O M A N ' S L I F E



The blank half could be filled in with 'vegetation,' employment, political activity, community work, church or club work, etc., but should it not be filled with productivity and the utilization of talents, abilities and interests? Do people stagnate if they don't continue to grow? What happens to a woman who hasn't worked in 20 years if she is suddenly widowed or divorced at age 43? Shouldn't full-time homemaker's child-raising years be devoted part-time to continued education and preparation for the last half of her life?

WORK OUTSIDE THE HOME IS A REALITY
FOR FEMALES

- A. 9 out of ten women will work at some time in their lives.
(1) Three (2) Five (3) Seven (4) Nine
- B. A majority of women work because of economic need. About 3/5 of all women workers are single, widowed, divorced, or separated, or have husbands whose earnings are less than \$7,000 a year.
(1) 1/5 (2) 2/5 (3) 3/5 (4) 4/5
- C. More than 1/2 of all women 18 to 64 years of age are workers.
(1) 1/2 (2) 1/3 (3) 1/4 (4) 2/3
- D. 1/4 of all women workers hold part-time jobs.
(1) 1/2 (2) 1/3 (3) 1/4 (4) 2/3
- E. The average woman worker earns less than 3/5 of what a man does, even when both work full-time, year round.
(1) 1/2 (2) 3/5 (3) 3/4 (4) 1/3
- F. The average woman who chooses to marry and between husband and wife chooses to have children, will work 23-25 years outside the home.
(1) 27-29 (2) 15-17 (3) 10-12 (4) 23-25
- G. The average woman worker is slightly better educated than the average man worker.
TRUE FALSE
- H. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.
TRUE FALSE
- I. The gap between the median salary of women and men in recent years has:
(1) Increased (2) Remained the same (3) Decreased
- J. Which of the following statements best describes the reason why most women work? Most women work because
 (1) they want to find productive activity to occupy the time made available by labor saving devices in the home.
 (2) they want to supplement income to acquire luxuries.
 X (3) they need to support themselves and/or their families

Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education, and Welfare, National Center for Social Statistics; U.S. Department of Labor, Bureau of Statistics and Wage and Hour Division, Employment Standards Administration. June, 1974.

SEX BIASED? WHO ME?

	T	F
It's better for boys to be big and strong.	_____	_____
I say girls should dress like girls.	_____	_____
I feel sorry for boys who are unable or unwilling to engage in competitive athletics because athletics is an important way to learn about team work and leadership.	_____	_____
I worry about girls who are too "tomboyish"	_____	_____
I worry about boys who are not assertive and dominant.	_____	_____
I discourage girls from going into careers in which there are few women because it will likely be difficult and unpleasant.	_____	_____
I make sure girls understand all the difficulties they will encounter in attempting a non-traditional goal.	_____	_____
I do not really believe that the difficulties a girl may encounter in seeking a non-traditional goal are worth the struggle.	_____	_____
I encourage a boy to look beyond the beginning educational and early career difficulties to the end rewards of prestige and financial reward.	_____	_____
My career day plans usually include more exciting role models for girls than for boys.	_____	_____
I really believe that every girl's first priority is to plan for marriage and childbearing and to develop a career which will fit around that primary goal.	_____	_____
I find myself encouraging more boys than girls to plan for rigorous, demanding careers.	_____	_____
I am actively seeking out additional sources of financial aid for girls to continue their education.	_____	_____

A few of these questions are from the NEA Conference on Sex Role Stereotyping held in 1972 and have been adapted for this list.

Sex Biased? Who Me?

T

F

I believe most girls don't like math very much.

Math is likely to be more important to the kinds of careers boys prepare for.

I maintain an extensive shelf of materials on women in the world of work which contains information on what kinds of courses will be needed to enter or prepare for each field.

I have talked to the school librarian and/or the local librarian on the need for biographies of women and a section on the changing role of women.

I believe being head of the family is the father's responsibility.

I believe that there are certain personality characteristics which only apply to males and I can list them.

I believe that there are certain personality characteristics which only apply to females and I can list them.

My career day plans usually include more exciting role models for boys than for girls.

Make two such lists and then scratch out the words on each list which one sex or the other would consider derogatory. Leave only those words which BOTH sexes would be PROUD to be called.

MALE

FEMALE

GRADE LEVEL SEQUENCING OF CIDS ACTIVITIES

The approach of sequencing by grade level a grade 7-12 or 9-12 CIDS Program offers a lot of advantages. Sequencing means focusing on certain types of information (files) over the secondary years so that the student is involved in a sequential, comprehensive, learning process. The two major reasons for doing this are:

- a) Your program is well organized and is likely to include all learning elements that you want present
- b) it is more likely to motivate the students because there will not be repetition from year to year hence, no boredom.

The actual sequencing selected is not of importance. Whatever fits the needs of the students at your particular school is what does matter. The suggested sequencing below is an example of how you might set up use of the GIS files and/or microfiche as well as the specific activities you might select from this guide to accompany those files.

Note: This is a grade level approach and not an individual one. Of course, wherever a student has a particular interest or need, you use whichever file and activity appropriate to that situation. The sequencing approach is great for working with large groups of students with similar needs (like selecting courses for high school, selecting colleges, etc.)

Grade 8 - Files - Occupational and military activities - developing 4 year plan (Career Planner)

Chapter 7, Career Awareness, Activities 7, 9, 12

Chapter 7, Self Awareness, Activities 3, 7

Chapter 7, Decision Making, Activities 1, 2

Grade 9 - Files - Continue Occupational and Military

Chapter 5, Activity 4

Chapter 7, Educational Awareness Activities 1

Chapter 7, Self Awareness - Activities 1, 4, 5

Chapter 7, Beginning Competencies, Activity 1

Chapter 7, Decision Making, Activities 8, 9, 10

Grade 10 - Files - Occupational, Military, College Files

Chapter 5, Activities 2, 6, 7

Chapter 7, Self Awareness, Activities 6, 11, 15

Chapter 7, Beginning Competencies, Activity 2

Chapter 7, Educational Awareness, Activity 11, 12

Chapter 7, Career Awareness, Activity 8 - Job Shadowing

Chapter 7, Decision Making Activities #1, 9, 10, #4

Grade 11 - 2 yr/4 yr College Files - Financial Aid Files

Chapter 7 - Self Awareness, Activities #12, 13

Chapter 7, Beginning Competencies, Activities #5

Chapter 7, Educational Awareness, Activities 2, 4, 5, 9, 11

Chapter 7, Employability Skills, Activity 1

Chapter 7, Decision Making, Activities 9, 10

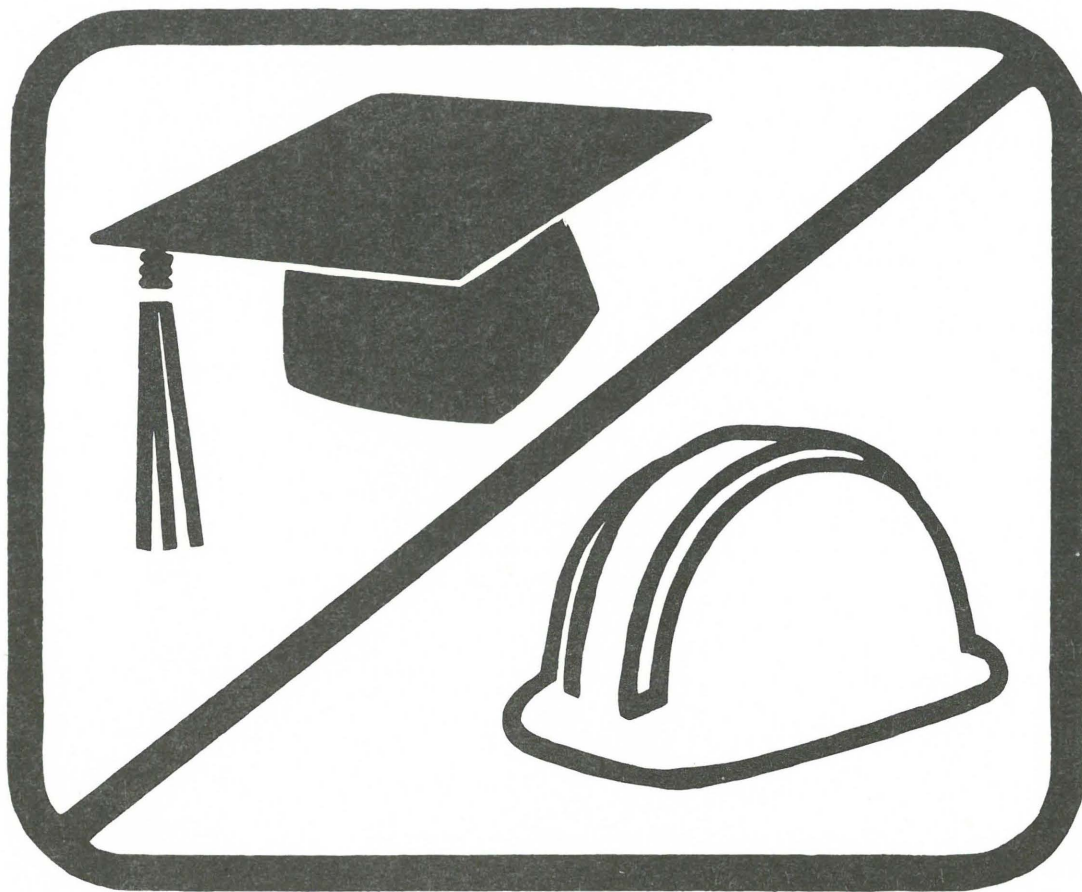
Grade 12 - Continuation of Grade 11 Activities

Chapter 7, Employability Skills, Activities 2, 3, 5, 6

Chapter 7, Self Awareness, Activity #9

Chapter 7, Decision Making, Activity #9, 10

When initiating your CIDS program, many of your students in the upper grades could benefit from the activities designated in the lower ones, since they have never had the opportunity to do them. Also, whenever new students enter the school they will need to be caught up to the other students.



**A
Career Education
Primer
For CIDS Users**

A CAREER EDUCATION PRIMER: INTRODUCTION

Career education is that process by which a person progresses through sequential stages causing him/her to be prepared for choosing the most beneficial options for life. Although the term "career education" implies teaching children only about jobs, the focus is much broader than that. The educational process encompasses exposure and training in all those interrelating factors which affect life/career choices -- awareness of self, awareness of the wide realm of occupations, development of skills, understanding the application of what is learned in school to the world of work, ability to wisely choose educational opportunities, development of decision making skills, awareness of economics, clarification and development of employability skills. Although often confused with vocational education, upon examination it is clear that career education is intended to help students prepare for total life roles, not just those vocational in nature. The overall goal of career education is to enable individuals to make choices from a wide variety of options based on accurate knowledge to lead better and more satisfying lives.

THE 8 ELEMENTS OF CAREER EDUCATION

The 8 elements and outcomes of career education provide the framework for a comprehensive career related learning process. Each element directly relates to some aspect of career development. The matrix below depicts the elements and their desired outcomes in the kindergarten through adulthood learning process.

Elements of career education

<i>Kindergarten</i> _____		<i>Adult</i>
AWARENESS_____		EXPLORATION_____
		PREPARATON
SELF-AWARENESS_____		SELF-IDENTITY
EDUCATIONAL AWARENESS_____		EDUCATIONAL IDENTITY
CAREER AWARENESS_____		CAREER IDENTITY
ECONOMIC AWARENESS_____		ECONOMIC AWARENESS
DECISION MAKING_____		CAREER DECISIONS
BEGINNING COMPETENCY_____		EMPLOYMENT SKILLS
EMPLOYABILITY SKILLS_____		CAREER PLACEMENT
ATTITUDES AND APPRECIATIONS		SELF AND SOCIAL FULFILLMENT

EDUCATIONAL AWARENESS

The Components of Educational Awareness are:

- Awareness of the relationship between what is learned in school and other sources and the world of work and/or family role.
- Being aware of *all* educational opportunities available.
- Awareness that different occupations require different types of training.

Rationale and Principles of Educational Awareness

That clients will know the relevance of what they learn in school, and the purpose it will serve in their lives is the outcome of the element of educational awareness.

They will know what educational requirements a given occupation needs and, equally important, all the places to get those educational requirements fulfilled.

Individuals should know what further preparation they need to begin the occupation they have chosen, as well as how and where to get that training.

ACTIVITIES

G - (1) Future Plans, Future Problems

Pose the following question to the group:

"What specific factors might interfere with your attaining your educational goal?"

Allow a couple of minutes for group to ponder the question and then ask each member to give specific factors out loud. Record group responses on the board. Discuss how and why each of the factors listed might interfere with the attainment of their educational goal.

I-G-P - (2) Types of Training

Every kind of training has advantages and disadvantages. Pick two kinds of training that appeal to you and try to think of the advantages and disadvantages of each. Then talk over your ideas about these two kinds of training with your teachers and parents and ask for their suggestions.

G - (3)

Invite the regional vocational school director to the group to discuss with the students opportunities in the regional vocational center open to them at night.

G - (4)

Invite a representative from the VTI to the group to talk with students about postsecondary opportunities available to them.

G-P - (5)

Invite the guidance counselor to class to explain to students methods of obtaining training. Then have each student research a training program or school in the GIS or microfiche system.

G-P - (6)

As an English class project, have the students interview a variety of workers to access how many jobs require specific communication skills. The students should tabulate just what reading, writing, grammar skills are necessary for each occupation. When they finish the project, a bulletin board could be created to show the results. This same activity could be used as the basis for a journalism project.

I-G - (7)

Whenever possible, point out the relevance of what is being learned to later use in an occupation or in personal living. Inviting speakers in to demonstrate this is often helpful.

I-G-P - (8)

Study and discuss the role of the school in preparing one for life and work; compare wages earned with degree of education earned.

G-P - (9)

Have students identify postsecondary educational and training opportunities in the community and state. Hang a State map on the wall so students can place markers for all the schools. A copy of Programs of Study in Maine Postsecondary Institutions can be obtained through the guidance office to help. Doing a Maine postsecondary school search with the GIS would be really helpful.

I-P - (10)

After investigating a job, the student will prepare a short listing of all the places one could receive training for that job in order of preference to him/her and give reasons for his/her listings.

I-G-P - (11)

Make charts of different careers, listing preparatory time, advantages and disadvantages, preparation expense, longer work hours, prestige, pay scale, etc.

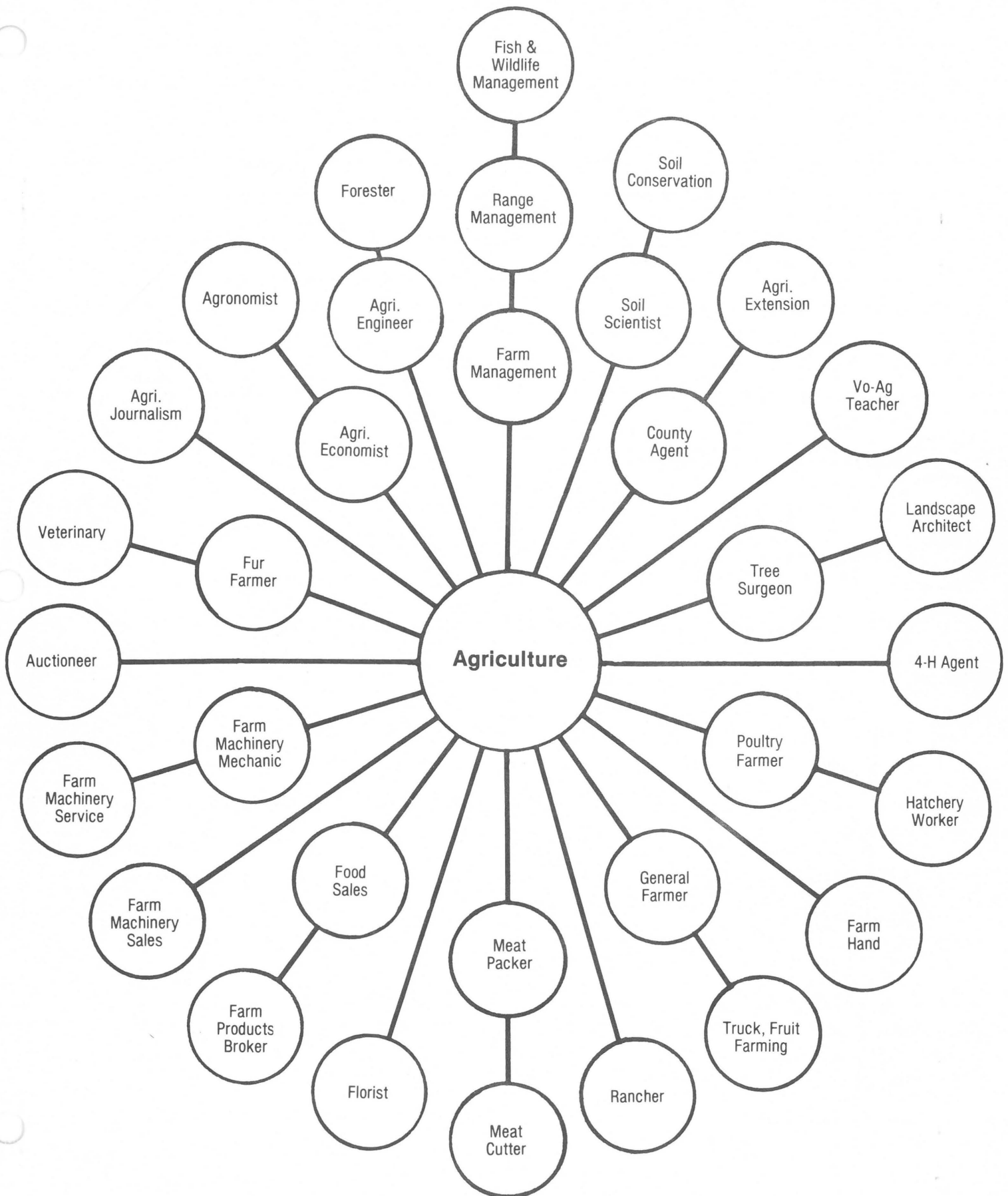
G - (12)

Ask community people to come to class to speak on how school preparation has helped them in performing their job.

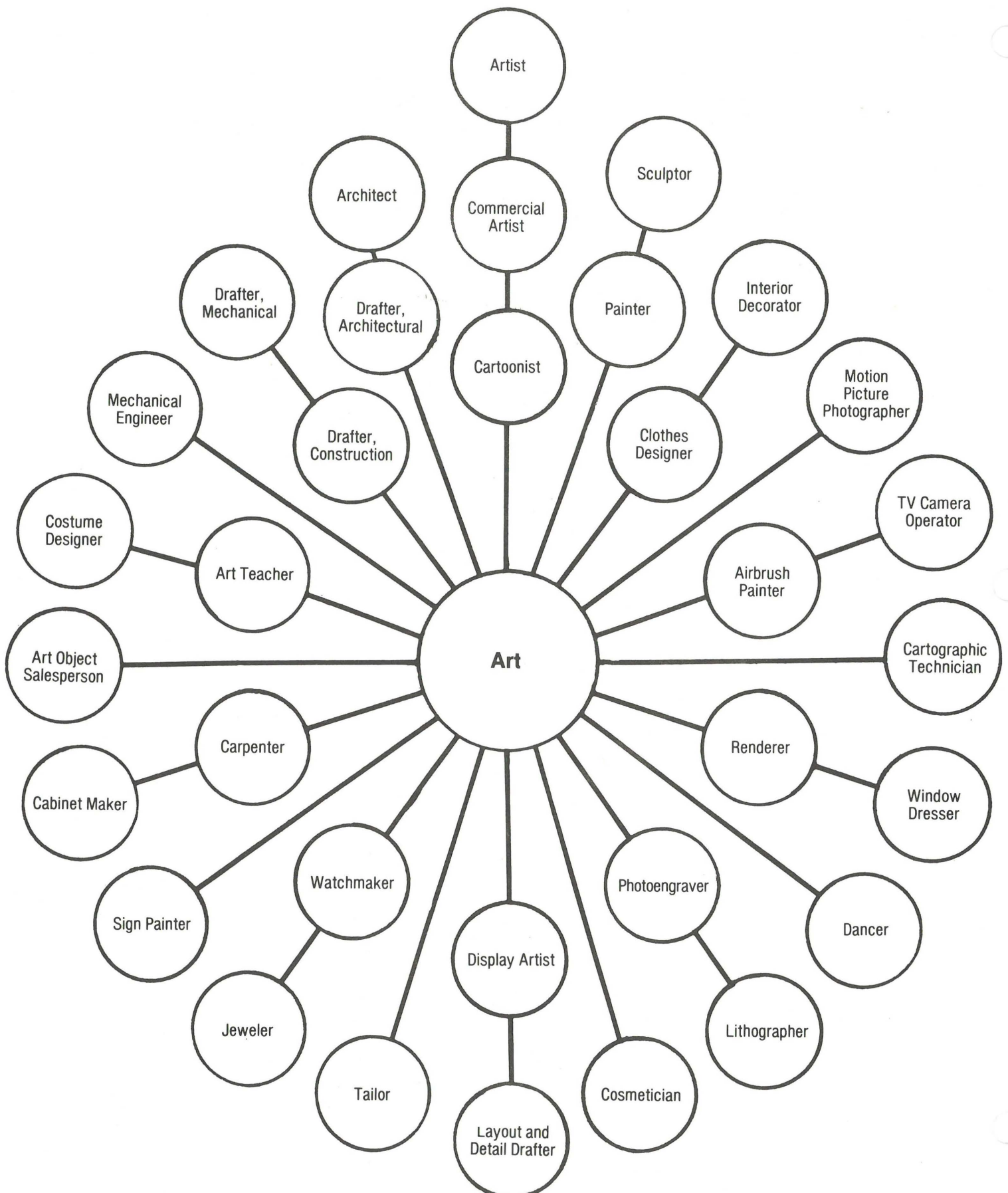
G - (13)

Using the following charts relating school subjects to occupations, develop bulletin boards or have students develop posters on relating subjects to jobs. Have students research postsecondary majors through the two and four year college files in the GIS. They could follow local want ads and relate what jobs in their geographic area require certain subject area skills.

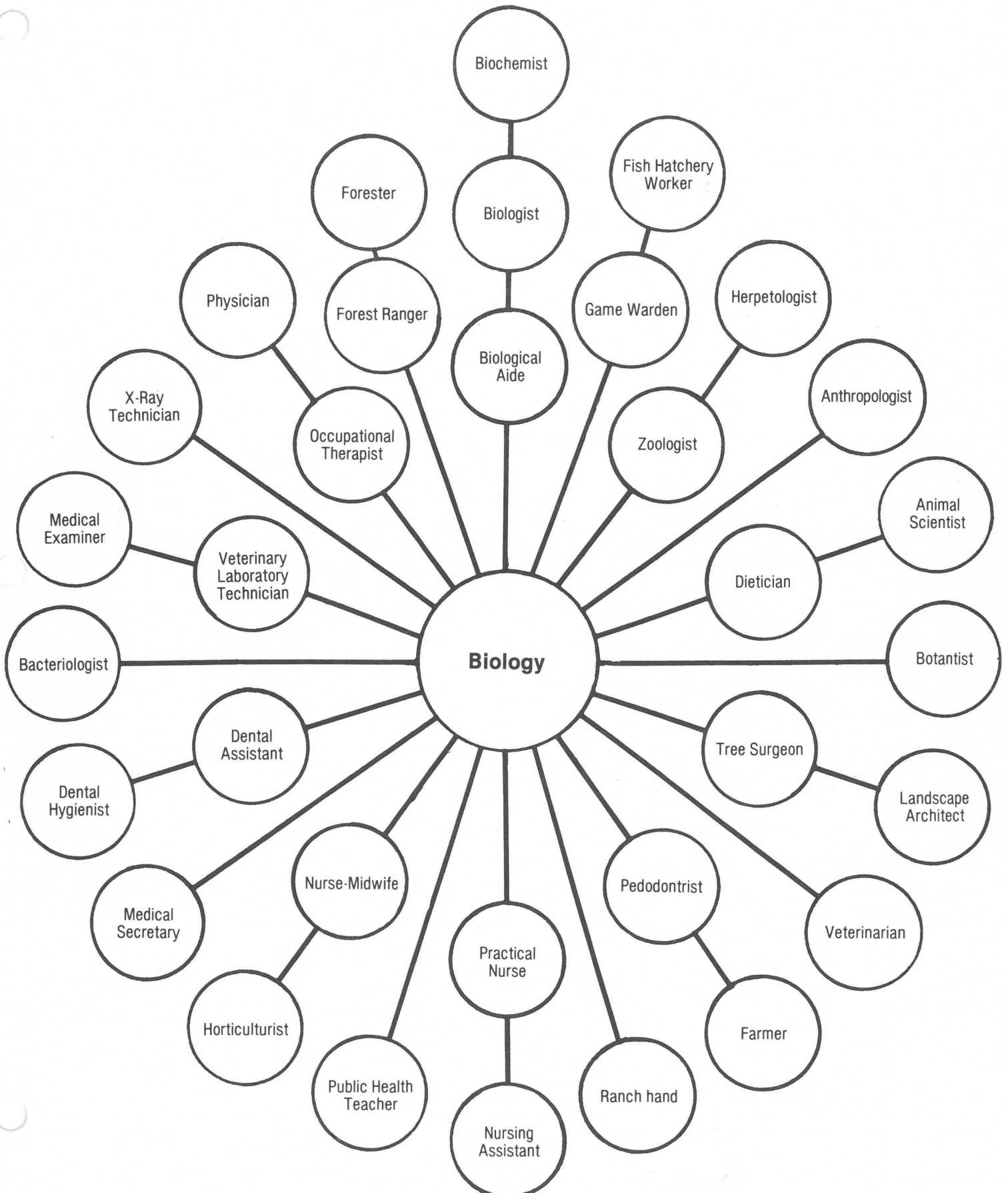
Some Occupations Related to Interest and Ability in Agriculture



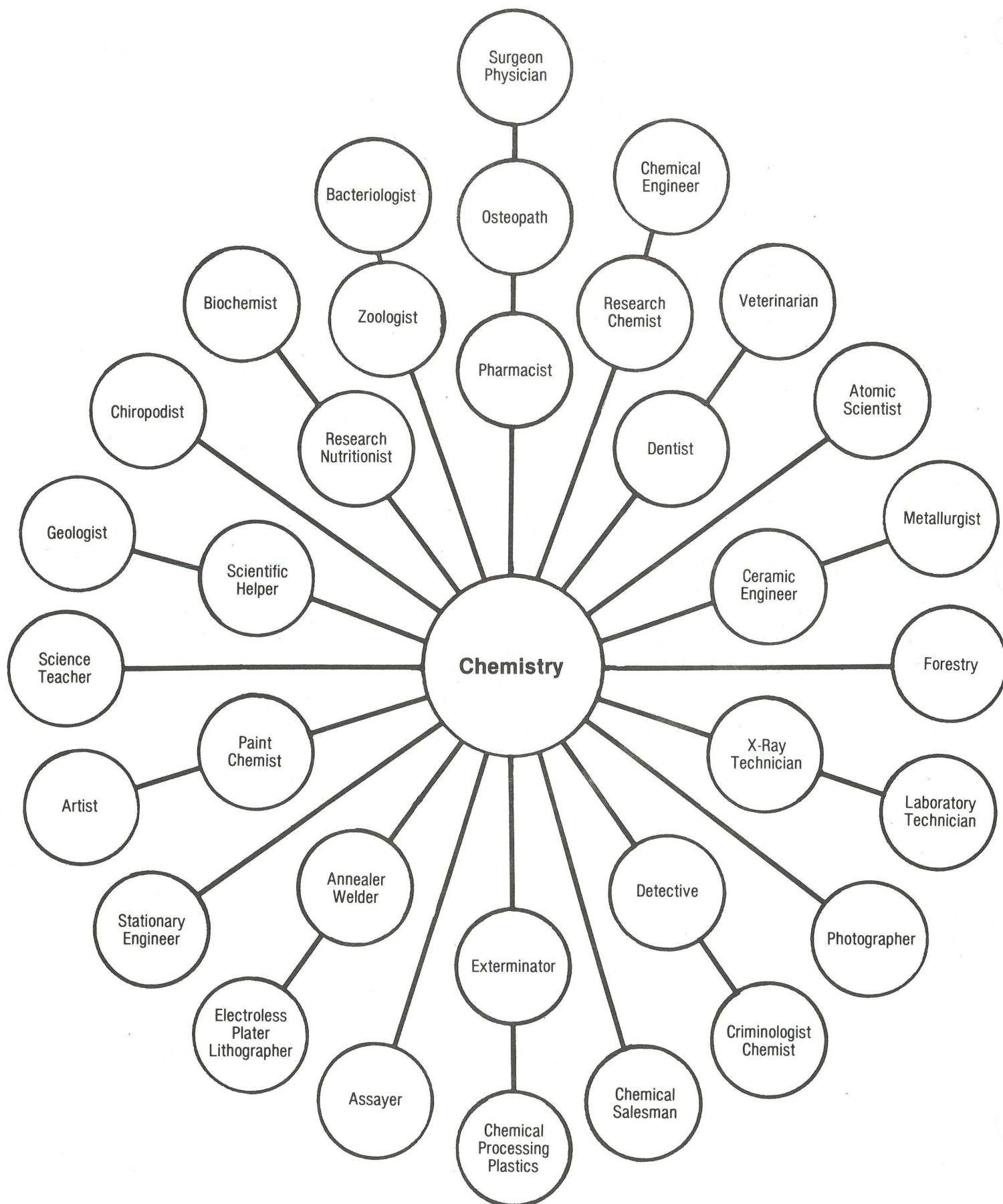
Some Occupations Related to Interest and Ability in Art



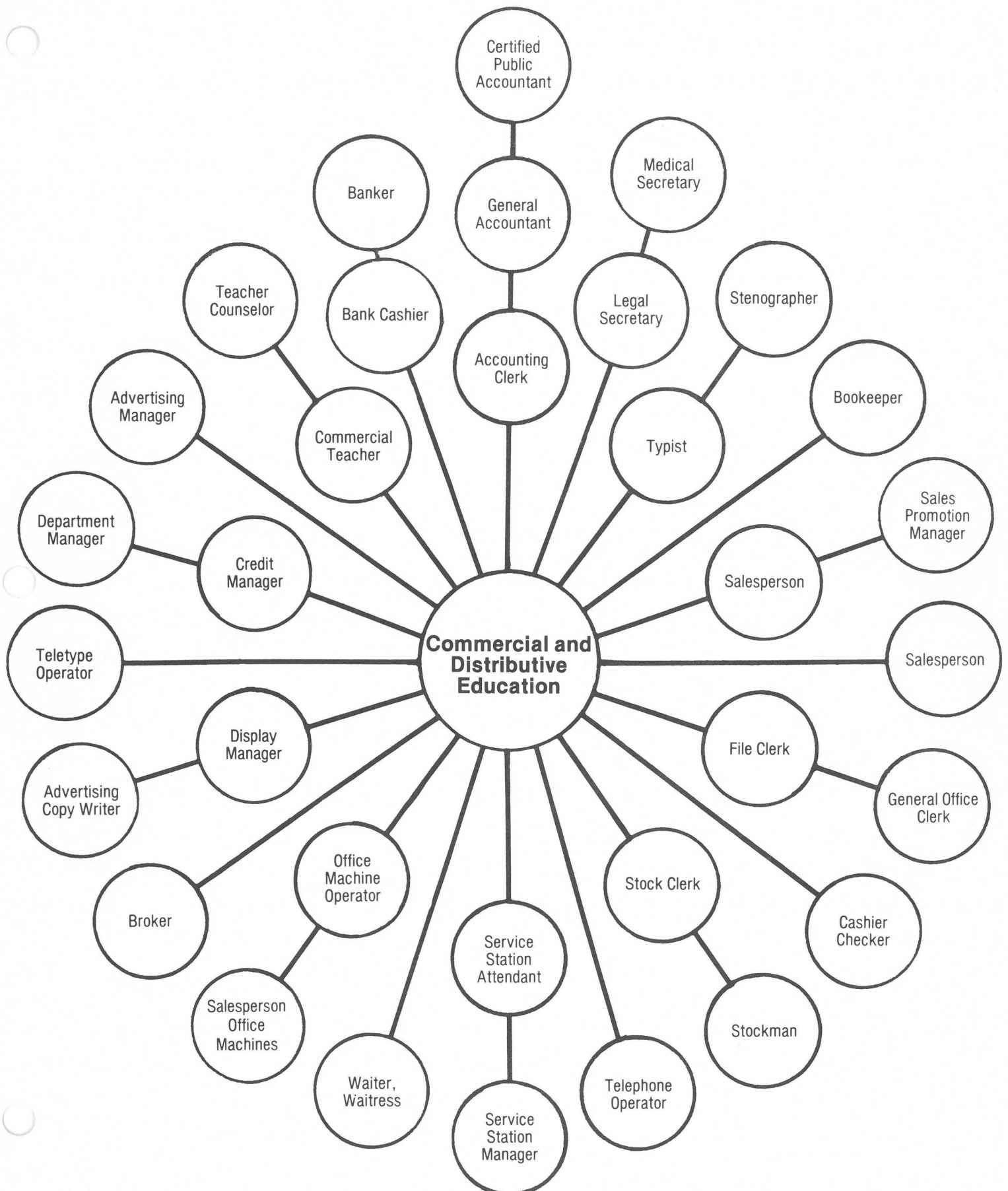
Some Occupations Related to Interest and Ability in Biology



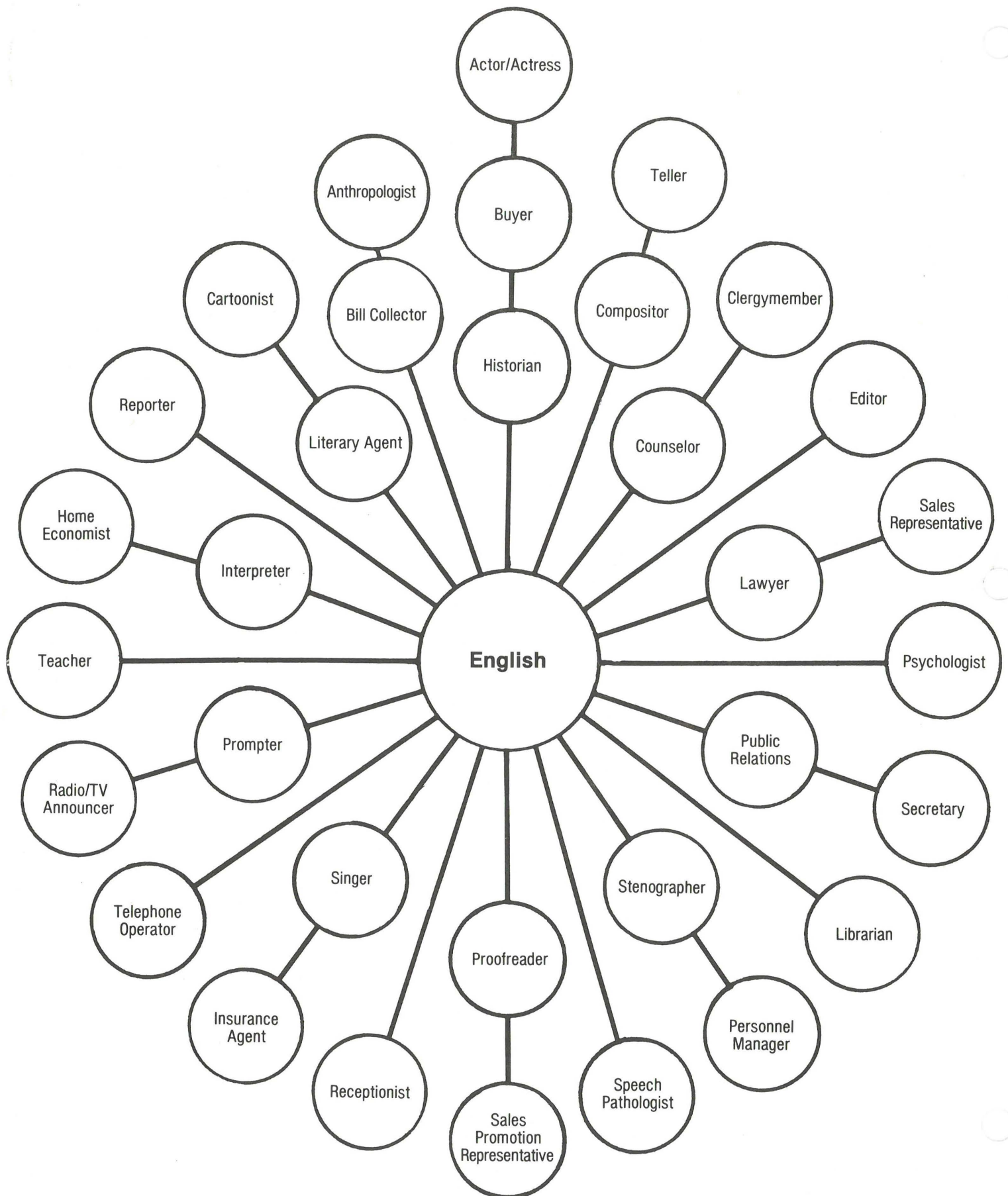
Some Occupations Related to Interest and Ability in Chemistry



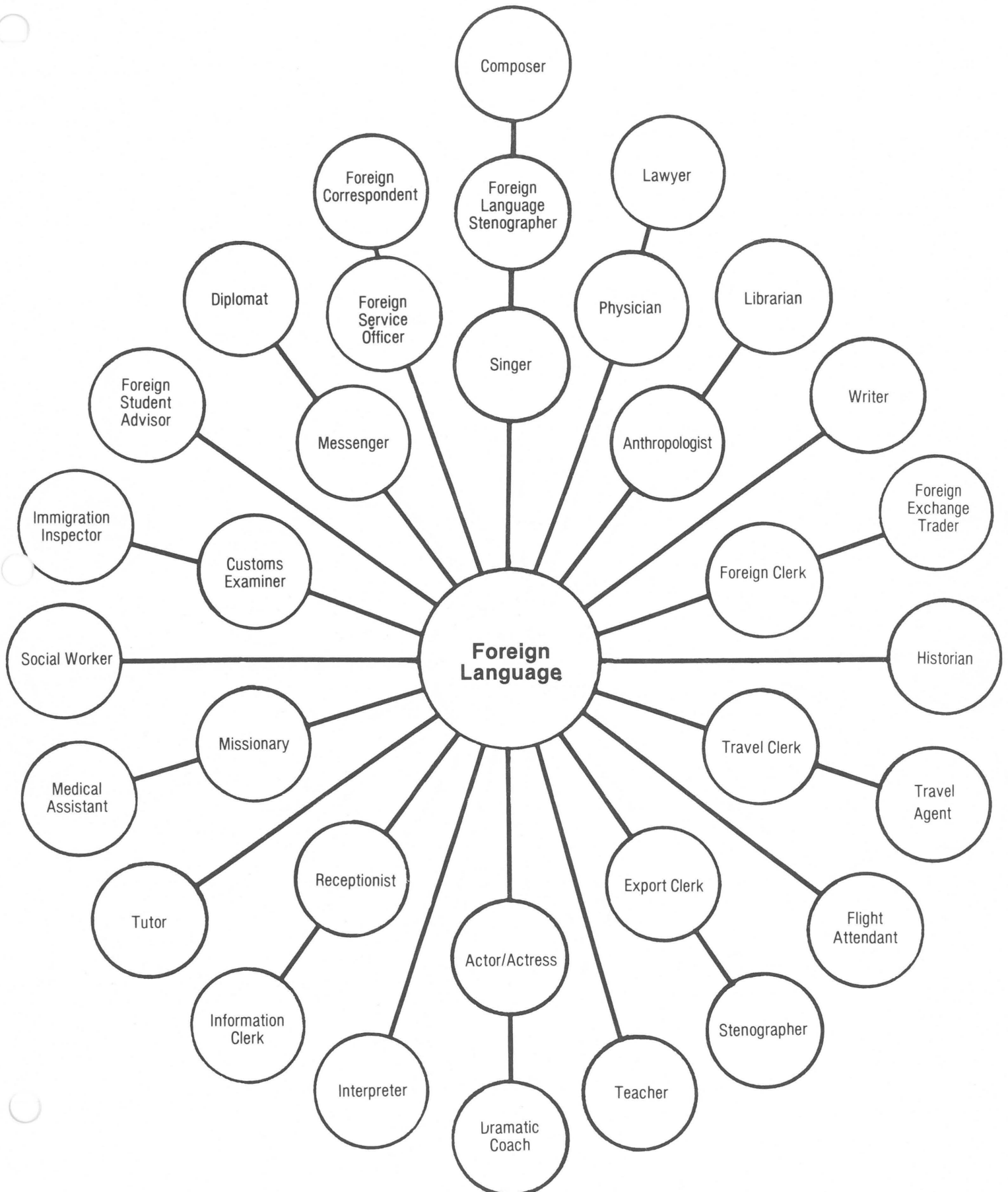
Some Occupations Related to Interest and Ability in Business Training and Distributive Education



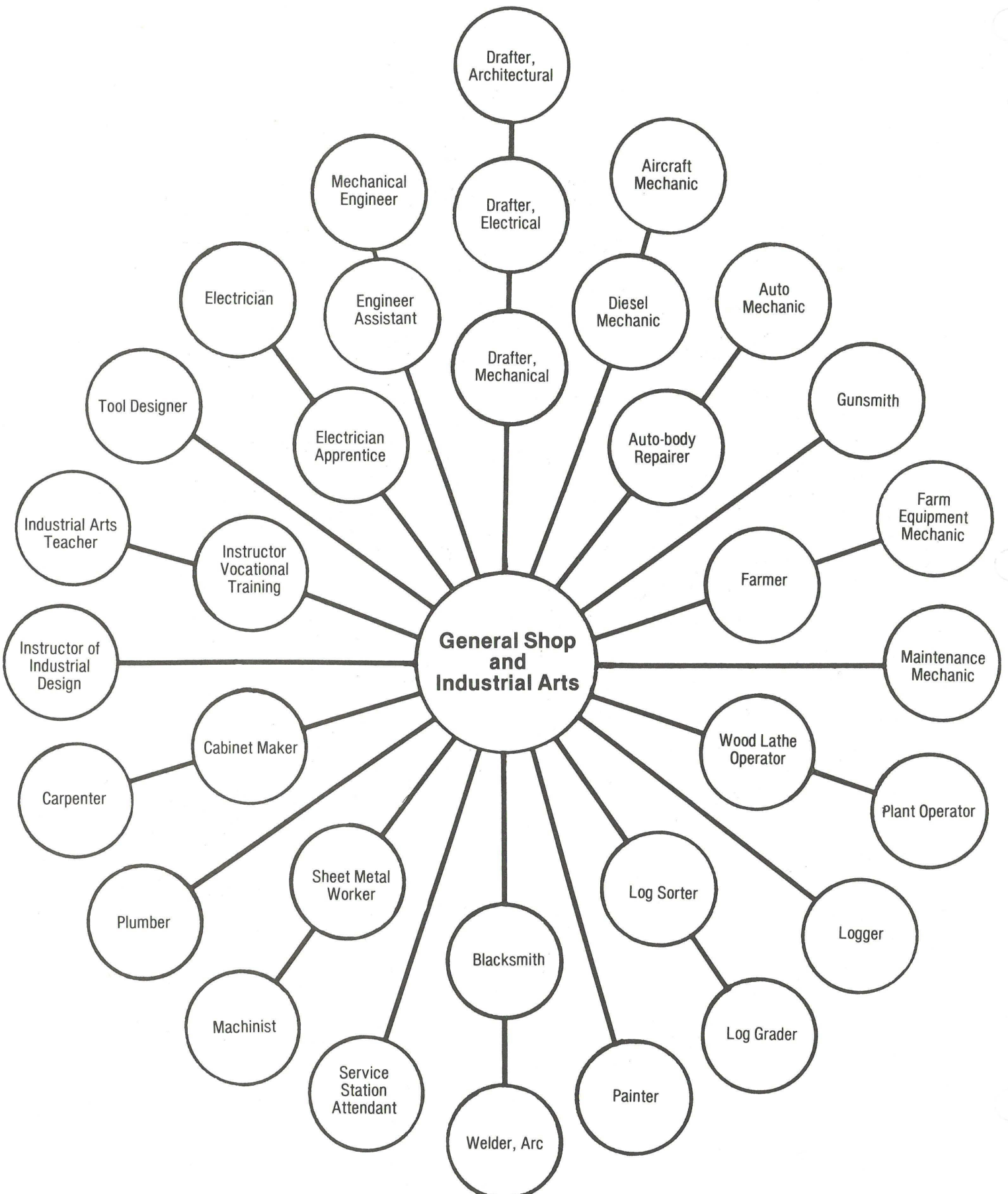
Some Occupations Related to Interest and Ability in English



Some Occupations Related to Interest and Ability in Foreign Language



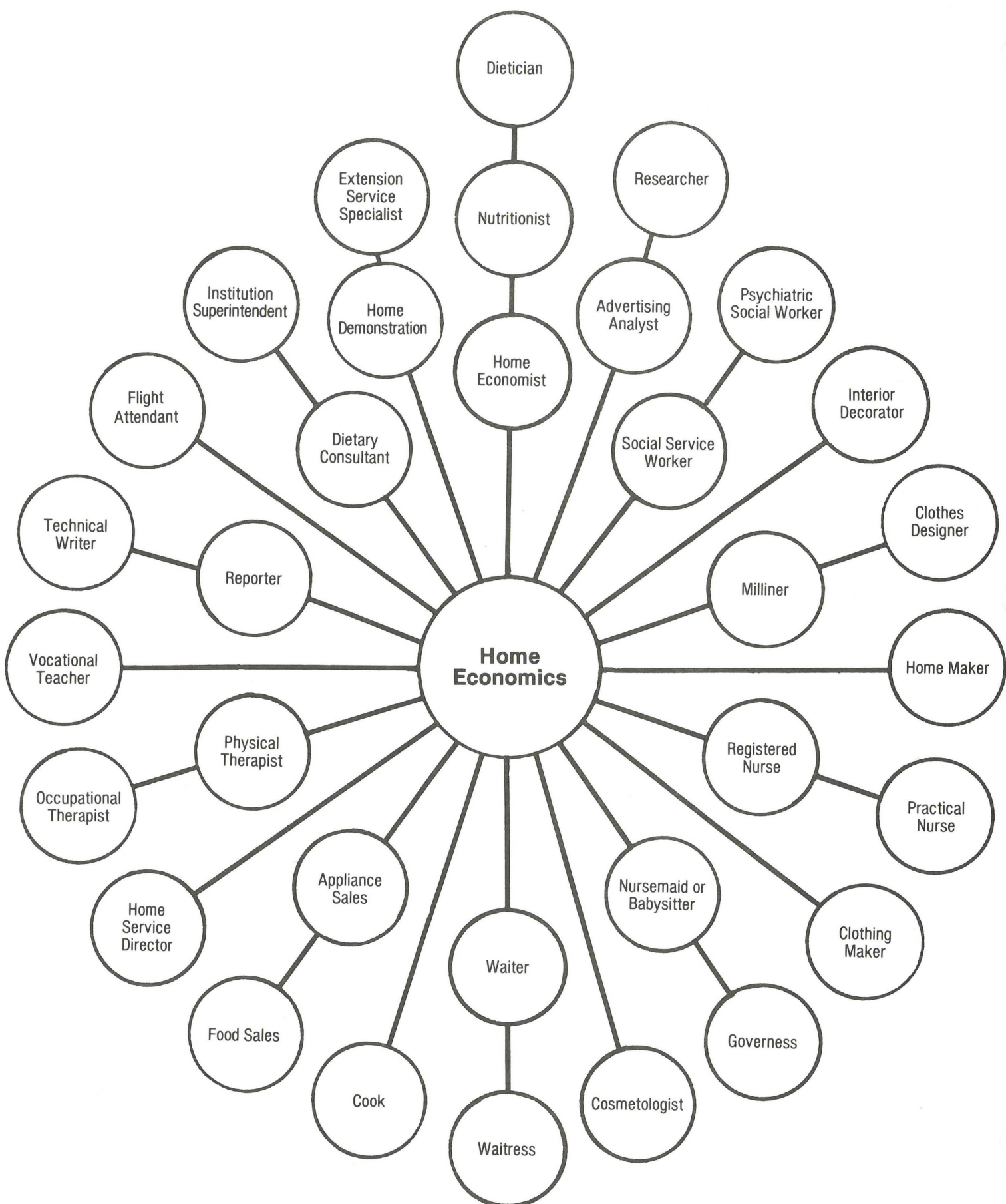
Some Occupations Related to Interest and Ability in General Shop and Industrial Arts



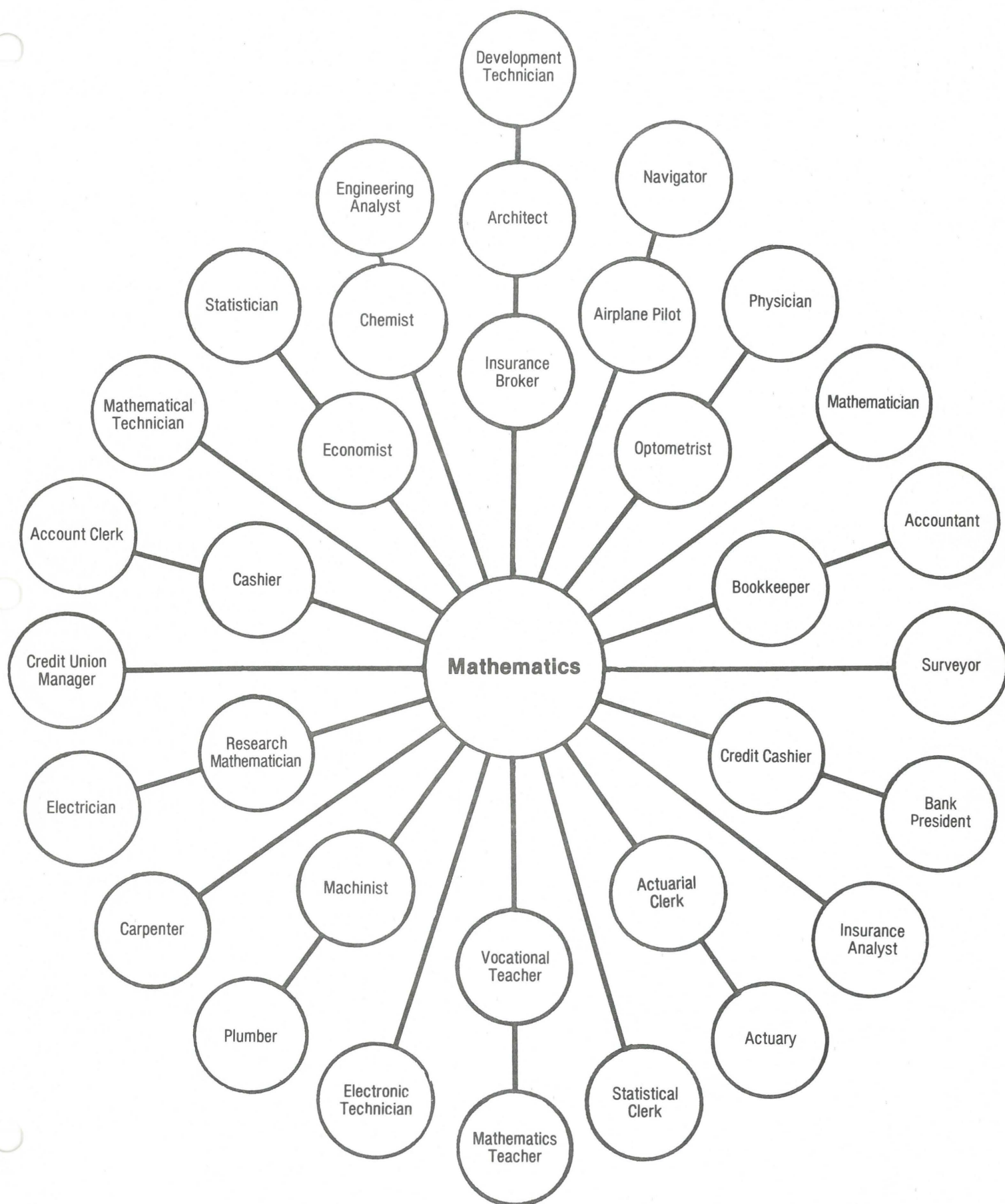
Some Occupations Related to Interest and Ability in Health and Physical Education



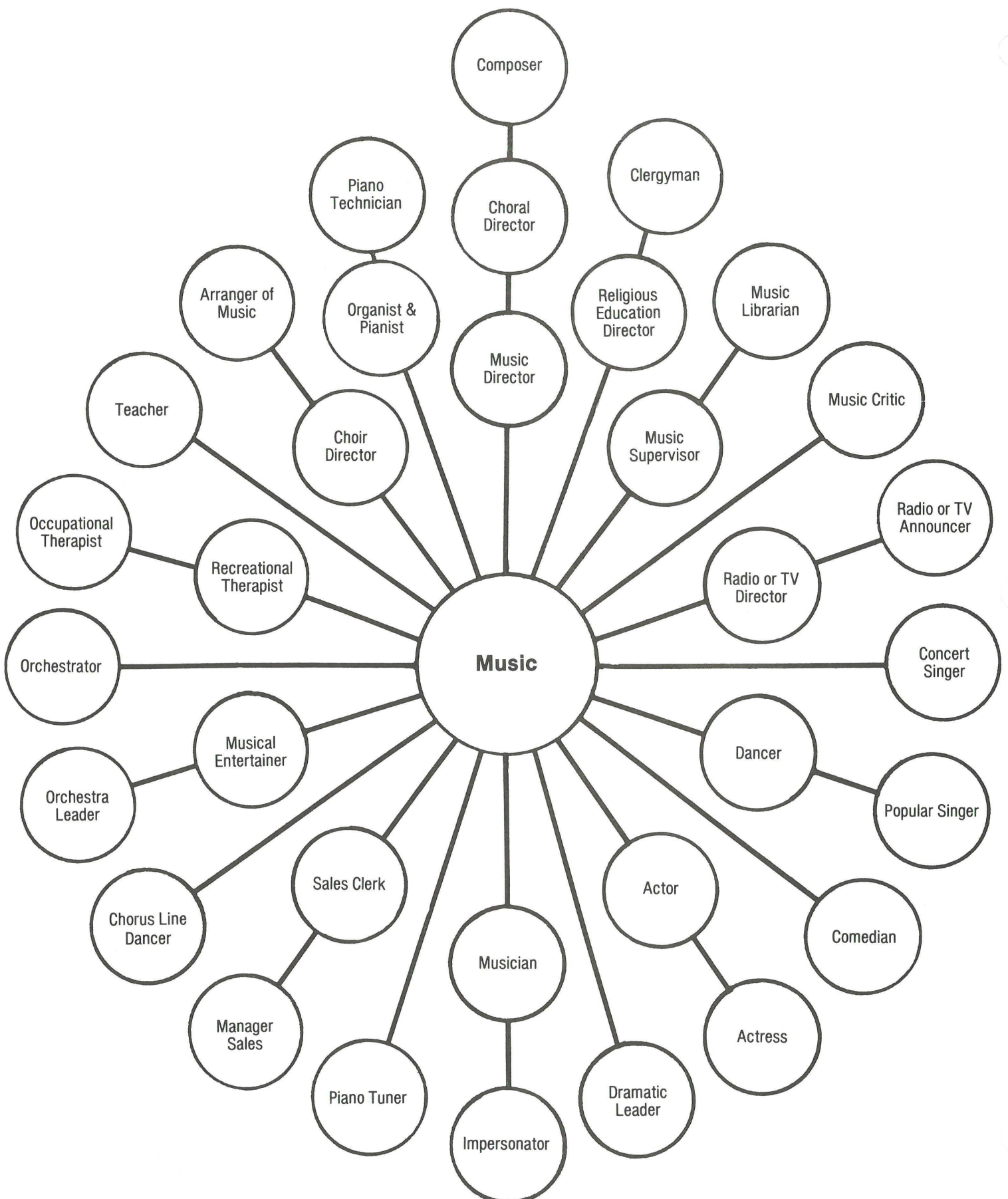
Some Occupations Related to Interest and Ability in Home Economics



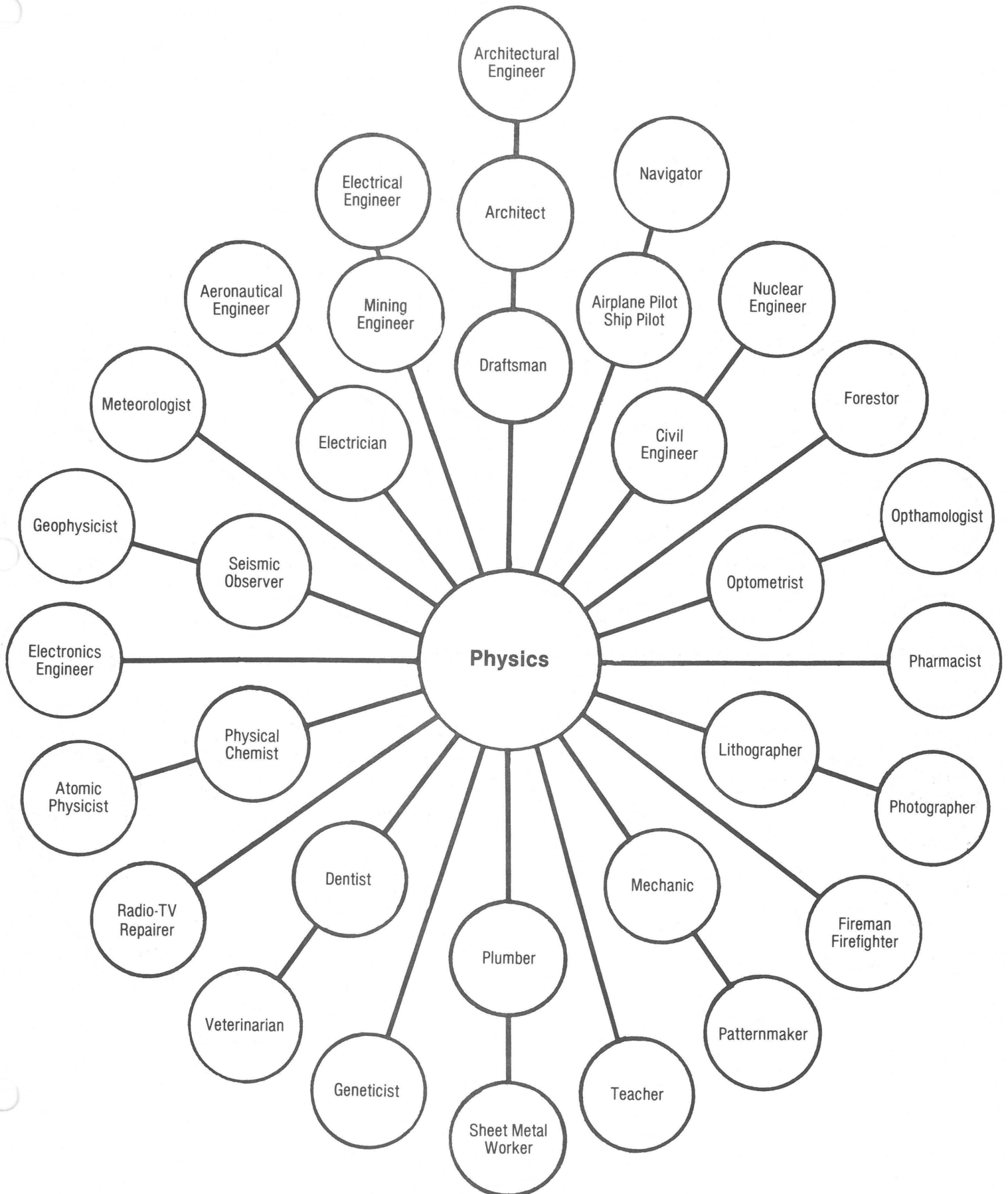
Some Occupations Related to Interest and Ability in Mathematics



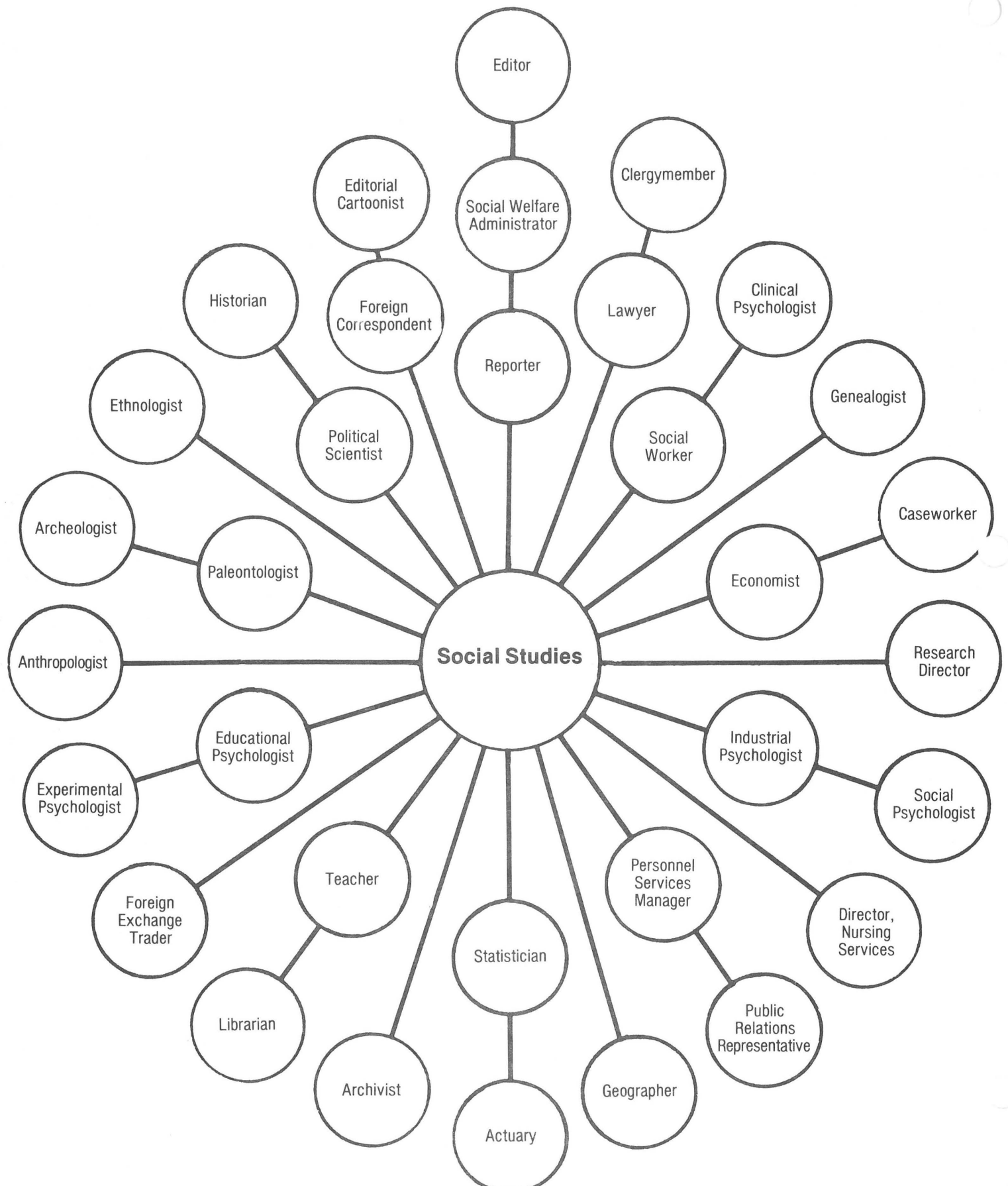
Some Occupations Related to Interest and Ability in Music



Some Occupations Related to Interest and Ability in Physics



Some Occupations Related to Interest and Ability in Social Studies



EMPLOYABILITY SKILLS

The Components of Employability Skills are:

- Development of effective work habits.
- Job seeking skills
- Job keeping skills

Rationale and Principles of Employability Skills

Different from beginning competencies, which are those skills developed to perform certain functions in specific occupations (i.e. computation skills for carpentry, writing skills for journalism, etc.), the skills involved in this element deal with those skills universally necessary to find and hold jobs. Being especially important job survival skills, effective communication and interpersonal skills are stressed.

G-(1)

Using the the brainstorming method, have students list all the ways they can think of to get a job. Follow up with a discussion pointing out the most realistic and effective methods.

G-(2)

In small groups, have the clients discuss those personal traits and qualities in an employee that are expected by employers. Then give each person a copy of "what employers look for" and "why people aren't hired." Read as a group. (see attached)

WHY PEOPLE AREN'T HIRED

A few years ago, Frank Endicott, Director of Placement at Northwestern University, surveyed 153 companies to find the common reasons why people are not hired. Here are the top 48 reasons he uncovered, in order of the frequency with which they appeared in his results:

- | | |
|--|---|
| 1. Poor personal appearance | 30. Parents make applicant's decisions |
| 2. Overbearing-overaggressive-conceited
"superiority complex" - know-it-all | 31. No interest in company of industry |
| 3. Inability to communicate clearly -
poor voice, diction, grammar | 32. Emphasis on whom he or she knows |
| 4. Lack of planning for career - no
purpose and goals | 33. Unwillingness to go where sent |
| 5. Lack of interest and enthusiasm -
passive and indifferent | 34. Cynical |
| 6. Lack of confidence and poise -
nervousness - ill at ease | 35. Low moral standards |
| 7. Failure to participate in activities | 36. Lazy |
| 8. Overemphasis on money - interest only
in best dollar offer | 37. Intolerant - strong prejudices |
| 9. Poor scholastic record - just got by | 38. Narrow interests |
| 10. Unwilling to start at the bottom -
expects too much too soon | 39. High-pressure type |
| 11. Makes excuses - evasiveness - hedges
on unfavorable factors in record | 40. Poor handling of personal finances |
| 12. Lack of tact | 41. No interest in community activities |
| 13. Lack of maturity | 42. Inability to take criticism |
| 14. Lack of courtesy - ill mannered | 43. Lack of appreciation of the value
of experience |
| 15. Condemnation of past employers | 44. Radical ideas |
| 16. Lack of social understanding | 45. Late to interview without good
reason |
| 17. Marked dislike for school work | 46. Never heard of company |
| 18. Lack of vitality | 47. Failure to express appreciation
for interviewer's time |
| 19. Fails to look at interviewer in the eye | 48. Asks no questions about the job |
| 20. Limp, fishy handshake | |
| 21. Indecision | |
| 22. Indefinite response to questions | |
| 23. Unhappy married life | |
| 24. Friction with parents | |
| 25. Sloppy application blank | |
| 26. Merely shopping around | |
| 27. Wants job only for short time | |
| 28. Little sense of humor | |
| 29. Lack of knowledge of field of
specialization | |

WHAT EMPLOYERS LOOK FOR

During 1974, in a series of Career Guidance institutes held for South Portland teachers and students, the following educational needs were identified by area businesses. They are still relevant today.

- Self confidence
- Being a self-starter
- Getting along with people
- Basic math - including percentages
- Understanding of unions
- Interviewing techniques
- Pride in self
- Oral expression
- Honesty
- Reading and spelling
- Decision-making skills
- Knowledge of jobs - applications
made for specific jobs
- Discipline
- Responsibility
- Attitudes
- Teamwork
- Sense of humor
- Common sense

Business Recommended:

- Stress on the need for education
- Providing more exposure to careers
- Using teachers as examples of good workers
- Planning part-time job experiences
- Establishing realistic career goals
- Involving parents in the school
- Making academic subjects relevant (this doesn't mean vocational)
- Using business and industry more in school
- Teaching students how to apply for jobs

G - (3)

JOB APPLICATION - Letter

Have clients clip want ads from the paper and write letter of application.

Then have clients exchange letters and evaluate each other:

Would they be interested in the person who wrote the letter?
Recommendations, etc.

"TEN TIPS ON JOB APPLICATIONS"

1. Your handwriting or printing is very important. You must write clearly and with the best handwriting or printing possible. If you put little effort into writing the information on your application, you will create a poor first impression which may mean that your application will only be glanced at and put aside. On the other hand, if you write clearly and record the information requested accurately, this will show the employer that you are serious about wanting to create a good first impression and may lead to a personal interview.
2. It is most important to read instructions carefully and review the entire application before you begin writing. Otherwise, you may be well into completing the application only to discover that you have "goofed". This tells an employer that you are not a person who follows directions carefully and may cause you to lose a personal interview with the prospective employer.
3. Always use black or blue ink in completing an application for a job. Do not fill out application forms with a pencil; a pencil smudges, fades and smears in time. Ink is easier to read because it does not reflect light so it is easier on the eyes. If you can type and have a typewriter, type your application.
4. Give honest and complete answers to all questions.
5. Answer all questions that apply to you.
6. Do not leave blank spaces. If a question does not apply to you, write "N.A." for "not applicable". Or you may simply draw a neat line through the space to indicate to the employer that you did not forget to answer the question but that it does not apply to you.
7. Spelling should be correct. Be very careful and be sure you know how to spell the words connected to your type of work. If you can do it, you should be able to spell it.
8. List the specific position or occupational area for which you are applying. Generally speaking, employers react negatively to "anything" when written in the space reserved for the name of a job or occupation.
9. Salary should usually be discussed in the personal interview with your employer. For this reason, it is probably best to write "Open" in the spaces which request the salary you expect to earn. If you put down too high a salary, you might hurt your chance for a personal interview and a job.
10. Practice, Practice, Practice. Practice filling out a number of different kinds of applications from different companies or employers. In this way you will become familiar with the information required, improve your penmanship and increase your neatness and accuracy.

HIDDEN QUESTIONS

Directions: Below are several questions that are commonly asked in job interviews. Your task is to rewrite the question so that it directly asks what you think is really being asked. (e.g. when an interviewer asks, "How many days have you been absent from school this year?", he or she probably cares about your attendance, but more likely he or she wants to know whether you are the kind of employee who is absent from work a lot. Therefore, the hidden question might be, "Can we depend on you to be at work when you are supposed to be?")

Asked Questions

1. Do you have a car?
2. Where does your father work?
3. Have you ever worked before?
4. Do you like school?
5. What do you plan to do after graduation?
6. What are your hobbies?
7. What kind of grades do you get in school?
8. Why do you want a part-time job?
9. Do you belong to any school clubs?
10. Have you been an officer in an organization - school, church, scouts, etc.?
11. Why did you leave your last job?

WHAT YOU SHOULD SAY ABOUT YOURSELF IN A JOB INTERVIEW

There are key questions job interviewers everywhere will use to learn more about you. Here are seven of the toughest. Answer them correctly and the job is yours.

If you've always believed that getting a good job depends on whom you know or how much you know, this story may change your mind. It begins with Mary Duncan, of San Diego, California. A few years ago she was just another college graduate looking for a job. She needed money, so she took the first position that came her way -- working with children in an after-school recreation program. After 18 months she realized that her undergraduate major -- political science -- had been a mistake. She belonged in the field of education.

But moving up the career ladder was going to be a problem. To get a better job she would have to compete with more-experienced and better-qualified candidates who had degrees in physical education or recreation. When news of a supervisory job at a soon-to-open recreation center in El Cerrito, California, reached her ears, Duncan decided to apply for it. But first she did some research.

Visiting the construction site where the center was to be located, Duncan persuaded the foreman to sketch the new building's floor plan for her. Working from his sketch, she drew the plans to scale, studied dimensions and decided what kinds of activities would be suitable for each room.

During the job interview the inevitable question came up: "How would you make this new center a success?" Duncan took out her drawing and explained her plans.

"Although I was the youngest and more inexperienced applicant, I was the best prepared," says Duncan, now chairperson of the recreation department at San Diego State University and author of The Underground Guide to Job Interviewing. "That answer got me the job."

Can an interview really do that? That's just what the Bureau of National Affairs, Inc. (BNA), a Washington-based private research firm that serves both government and big business, decided to find out. They asked 196 personnel executives to evaluate the importance of the job interview. (All the executives were involved in filling non-management positions.) BNA learned that the interview is the single most important factor in landing a job. In fact, most applicants are rejected because they don't promote themselves well during the interview. The worst offenders are women. According to an American Management study, Developing Women Manager, lack of confidence is one of the eight major deficiencies of women that keep them from management jobs.

Whether you are looking for that first job or returning to work after an absence of several years, getting the position you want will depend on how articulate, self-assured and positive you appear. That will involve a realistic appraisal of what happens during a job interview. What will an employer want to know? What kinds of answers will place your abilities in the best possible light? The Endicott Report, an annual study of employment trends affecting recent college graduates, can help you know what to expect.

One function of that report, which is published by the Placement Center at Northwestern University, in Evanston, Illinois, is to poll approximately 200 national corporations from time to time, asking what questions are put to job applicants.

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The result is a list of roughly 70 questions. Surprisingly, the same questions are asked of applicants who are just entering the job market and those seeking management positions.

And what are those questions? Though the wording differs from company to company, the questions seem to focus on four basic areas -- your personality, leisure activities, personal interests and educational and employment histories. If you are already employed and advancing in your career, your plans and financial goals also are likely to be explored.

Although personal information about age, living arrangements and marital status are not in theory within the legal scope of the interview, experts such as Betty Lehan Harragan, New York Management Consultant and author of Games Mother Never Taught You, warn that women had better be prepared with some answers.

I read the Endicott Report and spoke with executives of BNA, with management consultants, authors, employers, employment-agency representatives and recent job applicants. Here are some questions that could make the difference in getting the job you want. These are especially important because each masks another -- a hidden question. If you realize what the employer really wants to know, your chances of getting on the payroll are much greater.

"HOW WOULD YOU DESCRIBE YOURSELF?" (Translation: "Are you flexible, and able to cooperate with co-workers?")

"Because more people are fired for their difficulty in getting along with others on the job than for lack of skills, this is likely to be of top concern to the employer," notes Victor Lindquist, director of a job-finding service for graduates of Northwestern University.

Questions such as "How would you describe yourself?" are purposely leading and vague, and a novice may give more information than she should. "Guard against this type of question carefully," Betty Harragan warns. "Don't give a biography of your entire personal life. Talk only about the previous jobs you've held that are relevant to the new opening."

Concentrate on the description of the job being offered. Imagine, for instance, that it involves a great deal of public speaking and last-minute deadlines. Which of your experiences or attributes would make you the best person to perform those duties? Were you on the debating team in college? Are you so self-possessed and well organized that you can easily accommodate last-minute changes and deadlines? Making the right impression is a matter of deciding which of your good points to emphasize.

"TELL ME ABOUT YOUR HOBBIES." (Translation: "How much of your personal time will be used to benefit the company?")

Suppose you're applying for a position that entails writing or designing public-relations material. When an employer asks about your hobbies, don't let the chance to describe your amateur photographic skills slide by. Even though you aren't a professional, it may be that the company would consider it a good investment to finance some extra photography classes for you. Should you become good enough, you may combine both photography and writing on your job and earn a raise.

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What You Should Say About Yourself in a Job Interview

Sometimes what you do in your spare time can alter your image and give you an edge over other job candidates. For example, Mary Duncan, a petite four feet eleven inches, had an advantage in getting her position as recreation director in a high crime area because of her hobby -- judo.

Your volunteer work and membership in community organizations can be an unexpected bonanza. No business executive is blind to the value of good contacts made by a member of the firm, and of the good publicity that can result from them.

Employers want to hire well-adjusted, sociable people who can get along comfortably with others. Neither the workaholic nor the TV addict is attractive. In fact, it may surprise you, but the workaholic often does not land the job.

Among other duties, Cathy Nichols-Manning, of McKinsey and Company, in Los Angeles, recruits personnel from the Harvard Graduate School of Business Administration. She says: "We are always looking for people who are willing to work hard, and yet we are apt to steer clear of the workaholic. We want to know that when an employee is under great pressure, she knows how to unwind and how to keep her perspective."

"WHICH OF YOUR JOBS DID YOU LIKE BEST?" (Translation: "Is this the right kind of work and the right environment for you?")

An interviewer hopes to get a lot of mileage out of this question. For example, he will want to know whether the work itself and the environment he is offering are to your taste.

Perhaps a certain ambience -- say a brand-new building with classy furniture and many executive and client contacts are important to you. To indicate that will take you out of the running if he's offering a job with a small firm in unimpressive surroundings. As obvious as this may seem, many applicants don't realize an employer is looking for relevant, favorable comparisons that suggest potential satisfaction with the new job.

Such know-how helped Janice Smithey Howard, a young interior designer just out of college, to land a job with one of the best corporations in her field. When she was interviewed by Jain Malkin, an award-winning interior designer specializing in health-care facilities, Howard was able to relate her college background to the firm's specialty. "I explained that I had combined courses in interior design, public health and architecture with six months of field experience, working on a renovation of the Managua Psychiatric Hospital in Nicaragua. And the fact that I had read most of Malkin's articles on health-care design didn't hurt either."

Discussing job preferences can be tricky when the interviewer is using the question as an opportunity to find out why you left your last job. Always answer honestly, but don't give information that could be misinterpreted. In addition, "never say you had a personality conflict," Betty Harragan advises.

Instead, look at the other factors that influenced your decision to look for another job. Was the company very slow in giving promotions? If this was the case, try putting it in a positive light. You might explain that it would have taken forever to move ahead because there were so many other excellent people in your department.

Remember to make your points in a positive but diplomatic manner. Your answers will help the interviewer understand what motivates you -- is it salary, fringe benefits, seasonal work that allows time off that you want? A chance to do some-

continued on next page

What You Should Say About Yourself in a Job Interview

thing creative?

"WHAT ARE YOUR FUTURE PLANS?" (Translation: "How long do you expect to be with our company?")

This question is directed to the woman on her way up or to the new trainee in a management program. "Because of the Federal Government's emphasis on fair employment practices involving the hiring of women and minorities, companies have to justify it when they haven't moved people upward," says Roz Hopkins-James, of San Francisco's Crocker Bank. "For this reason many companies aren't interested in the person who has very narrow career expectations. When you think about it, you can see why. Once that person -- for example, a bank teller -- reaches the top of the salary scale for her position, there is nothing more the boss can offer if she isn't interested in learning new skills and taking on additional responsibilities. When she has nothing other than a cost-of-living increase to anticipate," says Hopkins-James, "she could become a problem employee."

So what kind of future plans should you outline? There's nothing wrong with setting goals, including financial goals, but opinions are split about whether it's wise to sketch out too rigid and comprehensive a plan for moving ahead. "Who can predict where she'll be five years from today?" says Harragan. "If you sketch a too-fixed and too-detailed strategy, you could sound pretty inflexible. "Instead," says Harragan, "try asking the interviewer about the employees who held the job previously. Where are they today?" Perhaps you'll discover some new options. Or you may realize that this is a dead-end position you don't really want.

"DESCRIBE ONE OF YOUR WEAKNESSES" (Translation: "Can you accept constructive criticism?")

It's helpful to know that generally employers are more concerned with how well you assess your work habits than with a particular shortcoming, unless it has a direct bearing on the job that is being offered. If you can be objective about your shortcomings, you probably can deal with constructive criticism. Try to counter the description of a personal problem with the solution you have arrived at. Suppose you used to have trouble getting off the phone when you were busy. What techniques did you develop to get yourself off the hook?

Whatever answer you give, it is important to demonstrate that you are capable of a realistic appraisal of your failings and that you have a sincere desire to overcome them.

"CAN YOU TRAVEL OR WORK OVERTIME?" (Translation: Will your family responsibilities interfere with the job?")

Field this question by pointing to your job performance or, if you haven't a job, to your volunteer work. Have you worked overtime or traveled in connection with your present job or previous positions? What about odd evenings or weekends spent on a community zoning project, counseling at a crisis center or planning a fund-raising event?

If you do have family responsibilities, you might point out that you can make emergency arrangements when necessary. "This type of response lets the employer know you are flexible, but sets some limits on your availability," says Harry E. Williams, management consultant and former instructor of business and industrial management at Santa Monica College in California.

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What You Should Say About Yourself in a Job Interview

"HOW OLD ARE YOU?" (Translation: Are you reliable?"")

This is a tough one for the young high school or college graduate. Speak to the real issue -- your reliability. "Tell the employer that while you may be young, you've worked your way through school, or you've lived on your own, or you have done some traveling by yourself," counsels Kathy Aaronson, of Careers for Women, a firm that has branches in Los Angeles and New York. "Use whatever experiences you've had that indicate reliability and independence."

To reiterate the best advice, which comes from Aaronson: "The biggest problem for women is that they're too humble. If you don't have all the requirements for the job you want, be ready with three good reasons why the boss should at least try you on the job. When he asks, "If I offer you this position, do you think you can do the work?" Say, "Yes, I'm sure I can." Raise your head and be confident!

SELF AWARENESS

The Components of Self Awareness are:

- Awareness of one's feelings about self in terms of abilities, wishes, interests, values and life goals.
- Knowledge of one's own limitations, maintaining a positive self concept, functioning effectively in the world of work, and leading satisfying lives.

Rationale and Principles of Self Awareness

Until we really understand ourselves, we can never know if we are making effective choices for our lives. Many times people make major life choices before they have examined their own feelings, likes and dislikes, strengths and weaknesses, or aptitudes. If we do not know first what it is we value and want from life, it is unlikely that we will lead happy, fulfilled lives.

Becoming aware of one's personal traits helps one to identify appropriate options. The types of awareness of one's self are:

- One's likes and dislikes
- One's values
- One's interests
- One's talents and skills
- One's strengths and weaknesses
- One's ability to interact with other people
- One's environmental factors which have made an impact

Throughout all activities of self awareness, perhaps the most crucial goal is to aid individuals to come to regard themselves, including their limitations, in a positive accepting manner. Without positive self regard, it is very difficult to make positive steps toward developing one's future.

ACTIVITIES

G-P - (1)

Success Exercise

Break class into groups of 4-5. Each person will respond to 4 questions after which each person in his group will write a positive comment about him on a packing sticker and then stick it on that person's clothing.

4 Questions:

1. Something I enjoy doing at school.
2. Something I enjoy doing at home.
3. An event that changed my life.
4. The happiest moment of my life.

I - (2)

Once a person has chosen an occupation, have him/her make up a list of the needs this type of occupation might meet. Then, have the student list individual needs to see if the occupation and person's personality will be compatible.

G-P - (3)

Ask the group the question, "What are personal needs? How can work help to satisfy them?" them to interview five (5) workers and ask:

- a. Does your occupation fill all your personal needs?
- b. If not, what leisure time activities do you engage in to satisfy them?

G-P - (4)

Have a discussion called "Happiness is..." starting with common characteristics of human happiness and then some less common possibilities. Use the chalkboard to keep suggestions before the eyes of the participants. Show a hierarchy of basic needs. Broaden discussion out into area of jobs and lifestyles. (Why are people happy with their work? Unhappy? Absent from work?, etc.)

I - (5)

Have student evaluate him/herself according to the following exercise directions. At the end of the exercise, have the student identify the strengths as well as the weaknesses. Have student identify an occupation wherein lie his/her strengths; explore the cluster through GIS search.

QUESTIONS AND ANSWERS

Read each question. Ask yourself whether the answer is Yes (Y), Usually (U), Sometimes (S), or No (N). Make a check mark in the proper column.

- | | | | | | |
|-----|-------|-------|-------|-------|--|
| 1. | _____ | _____ | _____ | _____ | Am I serious enough to hold a job? |
| 2. | _____ | _____ | _____ | _____ | Am I trustworthy? |
| 3. | _____ | _____ | _____ | _____ | Am I a good listener? |
| 4. | _____ | _____ | _____ | _____ | Am I able to get along with others? |
| 5. | _____ | _____ | _____ | _____ | Am I punctual (on time)? |
| 6. | _____ | _____ | _____ | _____ | Do I get to my present job (school or work) every day? |
| 7. | _____ | _____ | _____ | _____ | Do I complete assignments on time? |
| 8. | _____ | _____ | _____ | _____ | Am I usually cheerful? |
| 9. | _____ | _____ | _____ | _____ | Am I willing to do more than my share? |
| 10. | _____ | _____ | _____ | _____ | Am I willing to take advice? |
| 11. | _____ | _____ | _____ | _____ | Am I eager to learn? |
| 12. | _____ | _____ | _____ | _____ | Am I able to follow directions? |
| 13. | _____ | _____ | _____ | _____ | Am I willing to help others? |
| 14. | _____ | _____ | _____ | _____ | Do I have a sense of humor? |
| 15. | _____ | _____ | _____ | _____ | Can I take criticism? |
| 16. | _____ | _____ | _____ | _____ | Can I take responsibility? |
| 17. | _____ | _____ | _____ | _____ | If I owned a business, would I be willing to hire a person like me? |
| 18. | _____ | _____ | _____ | _____ | Is the job itself important to me? |
| 19. | _____ | _____ | _____ | _____ | Am I willing to keep on learning? |
| 20. | _____ | _____ | _____ | _____ | Am I willing to give up some personal pleasure in order to improve myself for my job? |
| 21. | _____ | _____ | _____ | _____ | Am I willing to start with a low-paying job and work hard to learn skills which will help me get and keep a better-paying job? |

continued on next page

Questions and Answers

- | | | | | | |
|-----|-------|-------|-------|-------|---|
| 22. | _____ | _____ | _____ | _____ | Do I have respect for people, no matter what kind of job they have? |
| 23. | _____ | _____ | _____ | _____ | Do I really believe that ALL jobs are really important? |
| 24. | _____ | _____ | _____ | _____ | Do I really want to work? |
| 25. | _____ | _____ | _____ | _____ | Do I plan to finish high school before thinking about anything but a part-time job? |

Total the number of times you checked each response and enter the number in the appropriate box.

YES



USUALLY



SOMETIMES



NO



If you had more "sometimes" and "no" rather than other responses, you had better check your response to Question 17.

Which areas are you going to try to improve?

From "MOICC Modules" by Andre Hemond

I-(6)

RATE THE SATISFACTIONS YOU NEED

Put a plus (+) to the left of each satisfaction that goes together with one of your strongest needs, and a minus (-) to the left of such satisfaction you do not seek. Circle the 3 to 5 satisfactions you want most from your job.

- | | |
|--|---|
| <input type="checkbox"/> Feeling important | <input type="checkbox"/> Liking your co-workers |
| <input type="checkbox"/> Working with words | <input type="checkbox"/> Seeing the product of your work |
| <input type="checkbox"/> Being told what to do | <input type="checkbox"/> Feeling independent |
| <input type="checkbox"/> Releasing energy through activity | <input type="checkbox"/> Always knowing what's next |
| <input type="checkbox"/> Being treated like a person | <input type="checkbox"/> Dealing with people |
| <input type="checkbox"/> Working with numbers | <input type="checkbox"/> Being able to express your ideas |
| <input type="checkbox"/> Getting attention | <input type="checkbox"/> Feeling safe from accident |
| <input type="checkbox"/> Doing routine work | <input type="checkbox"/> Making your family proud of you |
| <input type="checkbox"/> Being a member of a group | <input type="checkbox"/> Traveling as part of your work |
| <input type="checkbox"/> Having responsibility | <input type="checkbox"/> Not having responsibility |
| <input type="checkbox"/> Working slowly | <input type="checkbox"/> Doing things skillfully |
| <input type="checkbox"/> Helping other people | <input type="checkbox"/> Talking to co-workers |
| <input type="checkbox"/> Being challenged intellectually | <input type="checkbox"/> Doing an honest day's work |
| <input type="checkbox"/> Feeling sure of keeping your job | <input type="checkbox"/> Talking to others |
| <input type="checkbox"/> Working with your hands | <input type="checkbox"/> Encountering unexpected tasks |
| <input type="checkbox"/> Feeling proud of yourself | <input type="checkbox"/> Feeling a part of something big |
| <input type="checkbox"/> Knowing why you are doing something | <input type="checkbox"/> Having convenient working hours |
| <input type="checkbox"/> Being liked by co-workers | <input type="checkbox"/> Doing things on your own |
| <input type="checkbox"/> Achieving your ambition | <input type="checkbox"/> Mastering an area of knowledge |
| <input type="checkbox"/> Working with things | <input type="checkbox"/> Feeling loyal to others |
| <input type="checkbox"/> Being judged fairly | <input type="checkbox"/> Doing a variety of things |
| <input type="checkbox"/> Competing with others | <input type="checkbox"/> Being promoted |
| <input type="checkbox"/> Feeling self-confident | <input type="checkbox"/> Working in pleasant surroundings |
| <input type="checkbox"/> Doing precise work | <input type="checkbox"/> Having authority over others |
| <input type="checkbox"/> Becoming well known | <input type="checkbox"/> Doing work of value to society |
| <input type="checkbox"/> Having time and energy for other activities | <input type="checkbox"/> Using your capabilities |
| <input type="checkbox"/> Exercising leadership | <input type="checkbox"/> Sensing order in your life |
| <input type="checkbox"/> Feeling suited to your work | <input type="checkbox"/> Telling others what to do |
| <input type="checkbox"/> Running occasional risk | <input type="checkbox"/> Liking the work you do |
| <input type="checkbox"/> Being creative or original | <input type="checkbox"/> Being with other people |
| <input type="checkbox"/> Influencing people | <input type="checkbox"/> Dealing with ideas |
| <input type="checkbox"/> Moving about at your work | <input type="checkbox"/> Feeling useful and needed |
| <input type="checkbox"/> Feeling morally worthy | <input type="checkbox"/> Enjoying daily accomplishments |
| <input type="checkbox"/> Eating good food | <input type="checkbox"/> Doing things others can do |
| | <input type="checkbox"/> Gaining aesthetic enjoyment |
| | <input type="checkbox"/> Working by yourself |
| | <input type="checkbox"/> Having your work praised |
| | <input type="checkbox"/> Working fast |
| | <input type="checkbox"/> Gaining prestige in your community |

Note: Identify characteristics as related in GIS guide

From "MOICC Modules" by Andre' Hemond

I-G-P - (7)

TWENTY LOVES

"I love to --" is a common phrase. List your "loves" - the little ones as well as the big ones. Then, using the columns, think about those loves a little more.

\$	L	N ²	P	A	MF	
						1.
						2.
						3.
						4.
						5.
						6.
						7.
						8.
						9.
						10.
						11.
						12.
						13.
						14.
						15.
						16.
						17.
						18.
						19.
						20.

*Key

\$ - costs more than three dollars

B - something you'd like to do better

N² - things you didn't love 2 years ago

P - things you do with people

A - things you do alone

MF - things your parents do

I-(8)

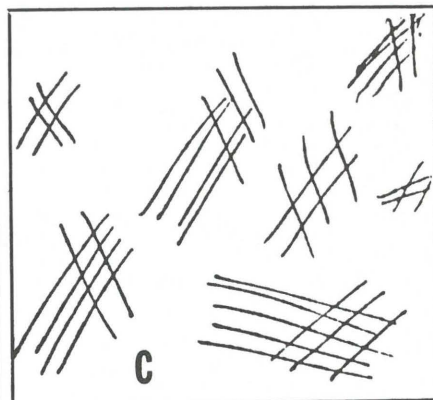
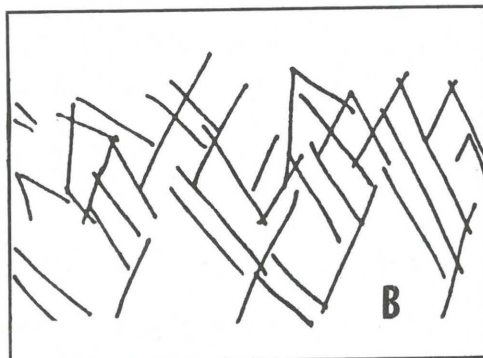
SELF PICTURE CHECKLIST

Circle the number that best describes you.

always 4 almost always 3 sometimes 2 almost never 1 never 0

- | | | | | | |
|---|---|---|---|---|-------------------|
| 4 | 3 | 2 | 1 | 0 | 1. honest |
| 4 | 3 | 2 | 1 | 0 | 2. happy |
| 4 | 3 | 2 | 1 | 0 | 3. friendly |
| 4 | 3 | 2 | 1 | 0 | 4. sad |
| 4 | 3 | 2 | 1 | 0 | 5. serious |
| 4 | 3 | 2 | 1 | 0 | 6. sensitive |
| 4 | 3 | 2 | 1 | 0 | 7. jealous |
| 4 | 3 | 2 | 1 | 0 | 8. popular |
| 4 | 3 | 2 | 1 | 0 | 9. shy |
| 4 | 3 | 2 | 1 | 0 | 10. clumsy |
| 4 | 3 | 2 | 1 | 0 | 11. show-off |
| 4 | 3 | 2 | 1 | 0 | 12. afraid |
| 4 | 3 | 2 | 1 | 0 | 13. kind |
| 4 | 3 | 2 | 1 | 0 | 14. modest |
| 4 | 3 | 2 | 1 | 0 | 15. proud |
| 4 | 3 | 2 | 1 | 0 | 16. lazy |
| 4 | 3 | 2 | 1 | 0 | 17. neat |
| 4 | 3 | 2 | 1 | 0 | 18. thrifty |
| 4 | 3 | 2 | 1 | 0 | 19. even-tempered |
| 4 | 3 | 2 | 1 | 0 | 20. dependable |
| 4 | 3 | 2 | 1 | 0 | 21. angry |
| 4 | 3 | 2 | 1 | 0 | 22. moody |
| 4 | 3 | 2 | 1 | 0 | 23. open-minded |

From Cumberland County Career Guidance Program



1. Which of the three drawings (A, B, or C) do you think best describes your involvement with others.
2. The work I have done most of my life has been:
a. drudgery b. unimportant c. important
3. I would most like to be remembered for my:
a. sacrifices made for others b. hard work c. good deeds
4. When other people ask my advice:
a. I never give it b. I give advice but they seldom act upon it
c. I make suggestions, and they often follow through
5. On my last birthday I was remembered by:
a. less than three people b. about the same number of people as usual
c. more than I expected

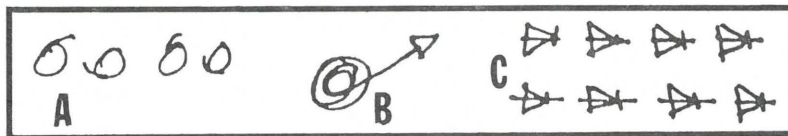
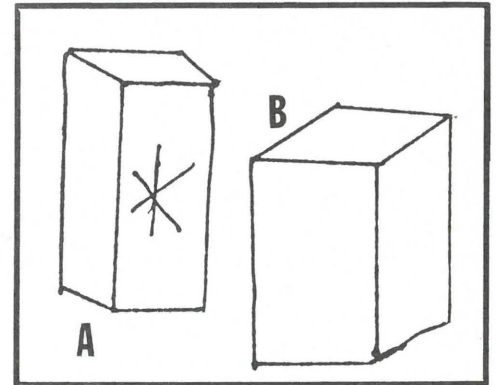
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I-G-P - (10)

TEST YOURSELF: ARE YOU A REALIST?

Escape from reality is important for mental health, but the extent of one's travels, the frequency and duration mark the difference between a neurotic brain and a normal balance. This test, designed by Jane Sherrod Singer, M.A., Psychology and Education, will show whether you are a realist or too fanciful for your own good. After answering the questions, check your score. There is no time limit.

1. Which design, A, B, or C of the three shown below most closely symbolizes your personality?



TEST YOURSELF

ARE YOU A REALIST?

2. Of the two boxes, A and B, below, which one do you like the best?
3. You buy a leading family magazine. You would first read
 - A. a fictional love or adventure story
 - B. a political or sports article
 - C. the cartoons and jokes
4. While settling for sleep at night you
 - A. think through the events of the past day
 - B. plan for tomorrow's activities
 - C. think of a play, movie or television show you have seen
5. When life seems depressing, you often
 - A. take sleeping pills or tranquilizing drugs
 - B. clean or sort your belongings
 - C. arrange a party
6. You go to a doctor
 - A. only when you are forced to
 - B. for regular check-ups
 - C. every time you have an ache or pain
7. You know you are facing a difficult next day. You usually
 - A. follow your normal bedtime and hour of awakening
 - B. go to bed early and oversleep
 - C. pace the floor, unable to get into bed
8. The subject of death is
 - A. a subject to be avoided
 - B. recognized as the inevitable
 - C. a topic to be dwelled upon daily
9. When you are alone, it is your pattern to
 - A. keep the radio or television on constantly
 - B. find a "million things" to do
 - C. invite people to visit

continued on next page

10. With the turmoil in the world today, you
- A. read the newspapers with interest and study the facts
 - B. read only the headlines
 - C. refuse to buy newspapers or current news magazines

6.	A-4, B-0, C-3
7.	A-0, B-3, C-2
8.	A-3, B-0, C-2
9.	A-3, B-0, C-2
10.	A-0, B-2, C-3

5.	A-4, B-0, C-3
4.	A-1, B-0, C-3
3.	A-3, B-0, C-1
2.	A-0, B-2
1.	A-2, B-3, C-0

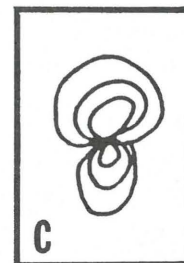
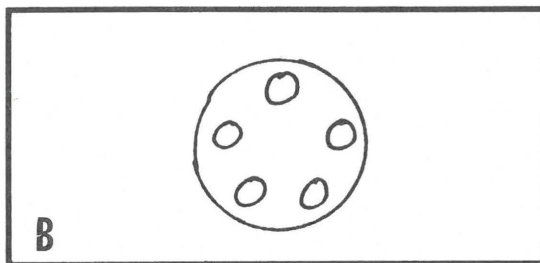
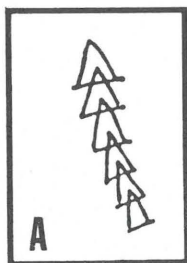
ANSWERS

YOUR SCORE

23-31: You are a long way from reality, zooming away from the facts of life like a rocket off its launching pad. Your life may be romantic and dramatic, exciting and/or sad, but you may step into some ruts unless you face the day-to-day facts of life.

10-22: This is an average range. You have outlets for your emotions and some nice warm corners into which you can crawl to escape from the pressures of life. It is to be hoped for your physical and emotional well-being that you did not score high on points 5 and 6.

0-9: This is the score of a realist. Very likely you worry about each day and see your friends and family in a strong and certain light. It is difficult for you to take flattery or compliments, even when they are well-meant and sincere. Those around you may consider you a bit dull at times, but they can depend on you.

TEST YOURSELF: ARE YOU SELF CONFIDENT?

The worn-out phrase "are you a man or a mouse?" is erroneous and deceptive. Mice have self-confidence. Self-confidence comes from an inner peace with one's self and a conscientious evaluation of strengths and weaknesses. By building strengths each of us gains greater self-confidence. Use this test, devised by Jane Sherrod Singer, M.A., Psychology and Education, as a beginning point. Check your score with the correct answers.

1. Which of the three drawings shown do you like the best? A, B, or C.
2. Answer the following questions Yes or No.
 - a. If you were turned down three times for jobs or by colleges, would you doubt your own ability?
 - b. Do large crowds confuse you and frighten you?
 - c. Is your present wardrobe filled with shabby clothing?
 - d. Do you constantly look at yourself in mirrors?
 - e. Is your posture erect?
 - f. Do you often have the feeling that people gossip about you?
 - g. If approached by a member of the law enforcement agencies, does your heart beat faster?
 - h. Among strangers in a restaurant, bus, street, do you feel some stare or laugh at you?
 - i. If you won or were given a free ticket to a country unknown to you, would you be afraid to go alone?
 - j. Do you think you are attractive to most members of the opposite sex?
 - k. Do you often have unpleasant dreams?
 - l. When a problem arises, can you usually solve it on your own?
 - m. Do you have money saved for emergencies that-"rainy day?"
 - n. Do you feel your parents love you?
 - o. Do you believe you should learn something new every day?
 - p. Would you rather take the loss than to return a purchase?
 - q. Do you feel that you often fail in your endeavors?
 - r. Do people often ask you for advice?

YOUR SCORE

40-46: No problem with self-confidence here. People look to you for leadership and inspiration. Probably, however, some folks think of you as being rather cocky and overbearing. But, in the words of the German poet Coethe, "to do everything he is asked to do, a man must overestimate himself."

continued on next page

I-G-P - (11)

20-36: This is the average range and indicates a person who has strengths and weaknesses in his self-confidence. Through this test you can locate your fears, evaluate their validity and correct them if you wish.

6-18: You are a timid, insecure person who needs the leadership and guidance of those around you.

0-4: This is a rare score, but if you fall in this range you need help from a wise person, perhaps a psychiatrist, doctor or member of the clergy. Life must be full of fear for you.

ANSWERS

1. If you selected drawing A, you probably have more self-confidence than if you selected B or C, both of which indicate a closing up and a seclusion from the outside world. C. indicates more complexity of personality than B which is orderly and self-contained but lacking the push, ambition and drive of A. (A-10 points, B-4 points; C-0 points)

2. Self-confident answers to the Yes or No questions:

- a - NO
- b - NO
- c - NO
- d - NO
- e - YES
- f - NO
- g - NO
- h - NO
- i - NO
- j - NO
- k - NO
- l - YES
- m - YES
- n - YES
- o - YES
- p - NO
- q - NO
- r - YES

(2 points for each answer that agrees with research findings.)

From Cumberland County Career Guidance Program

TEST YOURSELF: HOW HONEST ARE YOU?

Although most people agree with the old saying that honesty is the best policy, many of us indulge in small acts of dishonesty. We excuse our behavior in terms of tact or today's way of living. Most of us go along with the wit who said: "Honesty pays--but it doesn't pay enough to suit a lot of people." Take this test, designed by Jane Sherrod Singer, M.A., Psychology and Education. Then check with the answers to find out how honest you really are.

1. You meet a scientist who specializes in a subject you have never heard of. When he begins to talk about his work, you would:
 - a. tell him immediately that you know nothing about his specialized field.
 - b. try to look wise and nod agreement now and then.
 - c. switch the subject to something you know about
2. You see a child steal a 5-cent bar of candy from a counter. You would:
 - a. follow him outside and give him a lecture.
 - b. do nothing.
 - c. make him put it back.
3. You are asked to do a job, but you are not satisfied with your performance. When someone publicly praises you, you would:
 - a. accept the compliment.
 - b. say that you will return later and try to do a better job.
 - c. tell the person later that you realize you did very sloppy work.
4. If a casual acquaintance asks your age, you:
 - a. subtract or add to suit your convenience.
 - b. imply politely that it is none of his business.
 - c. tell your exact age.
5. You wish to sell a chair with a slipcover that hides a tear in the upholstery. You would:
 - a. tack down the slipcover and say the chair is in good condition.
 - b. tell the buyer to examine the chair.
 - c. tell the prospective buyer about the rip.
6. You accidentally break an ashtray in a friend's house, but no one sees you. You would:
 - a. send a replacement later with a note of apology.
 - b. tell your hostess and offer to replace it.
 - c. hide the pieces and say nothing.
7. You find a wallet on the street. It contains \$10 but no identification. You would:
 - a. give it to a police officer.
 - b. keep the money.
 - c. donate the \$10 to your church or to charity.
8. You are returning from a foreign country with \$100 more in merchandise than customs allows. You would:
 - a. ask a stranger without a full quota to declare to carry the articles through customs for you.
 - b. declare and pay customs on the articles.
 - c. smuggle the article in among your clothing.
9. You are undercharged a dollar in a restaurant. You would:
 - a. pay the amount shown on your check.
 - b. leave the waitress an extra-large tip.
 - c. ask the waitress to recheck the bill.

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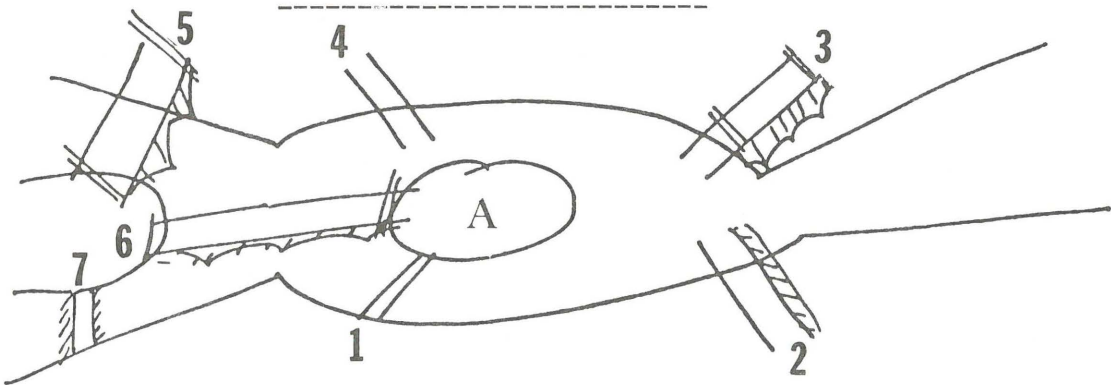
I-G-P - (12)

10. You have helped a friend study for an exam. But when you two sit down to take it together an answer you knew very well has slipped your mind. You would:
- a. leave the answer blank.
 - b. glance at your friend's paper for the answer you once gave him.
 - c. discuss your mental lapse with the examiner later.
11. When driving or walking you are aware that you unintentionally ran through a red light. When a police officer makes you stop, you would:
- a. tell him his eyesight needs checking.
 - b. admit you were in the wrong.
 - c. say the signal changed when you were in the middle of the intersection.
12. In the drawing shown here, a motel is built on an island (A) which is in the middle of a river. The island is connected to the mainland by bridges 1, 2, 3, 4, and 6. Bridges 5 and 7 cross the two forks of the river but they are not connected to the island. Several guests tried to plan a walk from the motel which would take them over each of the seven bridges ONLY ONCE and bring them back to their motel. Can you map their route?
- a. I can't map the route.
 - b. I can map the route in five minutes or less.

twice; b-0 points
mapped without crossing one bridge
12. a-3. This route cannot be
11. a-0, b-3, c-1
10. a-3, b-0, c-1
9. a-0, b-1, c-3
8. a-1, b-3, c-0
7. a-3, b-0, c-1

1. a-3, b-0, c-1
2. a-1, b-0, c-3
3. a-0, b-3, c-1
4. a-0, b-1, c-3
5. a-0, b-1, c-3
6. a-1, b-3, c-0

ANSWERS



- 19--36 You may be straitlaced - but you're a person of honor
0--18 No one may call you dishonest, but are you always above board?

From Cumberland County Career Guidance Program

I-G-P - (13)

SELF-PICTURE CHECKLIST

Place an "X" in the column which best describes you.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				

SELF-APPRAISAL CHART

Complete the following and discuss with Counselor:

1. I believe that I would enjoy working with (people, myself, ideas, things, animals).
2. I feel that I would best work with my (hands, mind, both hands and mind).
3. I feel that I would like to work (indoors, outdoors, both).
4. I would like to work (in my community, in a nearby area, far from home).
5. I would like to live (in the country, in a small town, in the suburbs, in the city).
6. In my spare time I really enjoy _____.
7. I am very interested in learning about myself when I _____
_____.
8. I felt especially good about myself when I _____
_____.
9. My parents would like me to become a _____.
10. I would like to become a _____.
11. Do you like to do detailed work?
12. Do you like to compete with others?
13. Do you enjoy doing a variety of things?
14. What do you consider an honest day's work?
15. Would you enjoy having a job that has certain drawbacks (such as: lack of promotion)?
16. Do you always like to know what's coming next?
17. Do you like to run occasional risks?
18. Would you like to be a leader of a group or a member of a group?
19. What would you consider convenient working hours?
20. Would you enjoy an occupation that requires traveling?
21. Do you like eating good food?
22. What goal do you wish to achieve in life?

THE ME NOBODY KNOWS

Write on board the following statement: "Nine tenths of an iceberg is underwater, hidden from view. How much do others know about you? How much is hidden from view?"

Many people never take the time to look at themselves. Perhaps they feel that self-analysis is a waste of time. Maybe they are afraid of what they may see. Suggest to students that self-evaluation might help them to achieve more at school and at home, to make new or deeper friendships, to plan for a career.

- A. Student might create a "Me Box" by covering a large cardboard cube with pictures, sketches, and slogans cut from magazines. These would represent some aspects of their personality, daily activities, and general life style. Suggest that they reserve one face of the cube for "Prediction" pictures-- pictures of possible future careers and leisure time activities.
- B. You might suggest also that students record their activities, hobbies, friendships, pets, thoughts, feelings by taking snapshots of themselves in and out of school. They might even take or collect pictures of possible future careers and leisure time activities that interest them. The snapshots might be arranged in a scrapbook titled as they choose.
- C. Other students might like to keep a log or diary of their activities, thoughts, feelings for a week. They might elaborate the log by drawing cartoons, or writing poems, limericks, or narratives.

When these projects have been completed, you might break the class into groups to share results. Encourage students to discuss what they have learned about themselves and how their personality and lifestyle influenced their choice of future careers and leisure time activities. After each student has presented his self-evaluation, suggest that the group provide some feedback. What did the individual reveal about himself that the class had not known before? Is the individual being honest with himself? Does he "Put himself down" or "build himself up"? What alternative careers or leisure time activities might the individual consider that seem to be related to his personality and life style? What parts of the project did the class feel were well done?

Observations

Some students, especially those who choose to write diaries or logs, may prefer to keep their projects confidential. They should be allowed to do so. However, ask them to join the sharing group to explain how they approached the project, what they discovered about themselves, their career ideas.

Credit: Career Education Guide, Vermont State Department of Education.

DECISION MAKING

The Components of Decision Making are:

- Awareness of and expertise in the decision-making process.
- Development of the ability to select alternatives most consistent with one's life's goals and to implement effective courses of action.

Rationale and Principles of Decision Making

From ***Alice in Wonderland*** by Lewis Carol

When Alice was trying to decide which way to go during her travels, she asked the Cheshire Cat, "Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the cat.

"I don't much care where," said Alice.

"Then it doesn't matter which way you go," said the cat.

There are many different ways to come to a decision - flipping a coin, making a choice based on intuition; and taking advice from another person, for example. A person might make a good decision using any of these methods, but the likelihood is low. Effective decision making involves a sequential process enabling one to explore all available options with pertinent information on the issue involved.

A sequential process proceeds as follows:

1. Define the problem
2. Gather pertinent data
3. Look at choices
4. Examine your own values, interests, and needs in relation to choices.
5. Consider short and long-term effects of various choices.
6. Rank order the choices and arrive at a decision.
7. Follow through on the decision.

Developing the practice of using a process similar to this will enable individuals to make effective decisions for their lives.

ACTIVITIES

G - (1)

Read the passage from Alice in Wonderland quoted in the Rationale of Decision Making. Discuss with the group the implications of this quote and see if they can relate it to their own lives.

I-G-P - (2)

Through individual or group counseling situations, have students develop sequential plans for reaching their career goals.

I-G-P - (3)

Before you make decisions about what kind of work you want to do, where you want to live, with whom you want to live, how much money you want (or need) to make, etc., it is necessary to know some things about yourself. Do you like to be by yourself most of the time? Do you like people well? Are you creative? Do you like being outdoors a lot? Do you need many material things or want them? And there are many more questions about you to be answered by you.

Complete the following phrase with as many aspects of your character and personality as you possibly can.

I am someone who:

G-P - (7)

DECISION-MAKING SITUATIONS

Have the students (clients) role play and then discuss the following situations:

Situation #1

Your income tax refund is higher than expected this year. In fact, it will amount to approximately \$475. Among the things you decided that you could do with the money are:

1. Save it
2. Spend it on a one-week vacation
3. Buy a new color television set
4. Enroll in a local university
5. A combination of the above alternatives
6. An alternative not named above

First Priority_____

Second Priority_____

Third Priority_____

Situation #2

You have decided to go to graduate school to take some additional courses. Your school district has a new salary scale and if you take twelve additional semester hours you will be eligible for a sizeable salary increase. What courses will you take?

1. Courses in school administration
2. Courses in guidance and counseling
3. Courses in audiovisual education
4. Courses in elementary school education
5. Courses in secondary education
6. Courses in curriculum and supervision
7. Courses in special education
8. A combination of the above alternatives
9. An alternative not named above

First Priority_____

Second Priority_____

Third Priority_____

Situation #3

You have decided to buy a new car. You've made the rounds to all the dealer's show-rooms. What type of car do you want to buy?

1. A full-size station wagon
2. A compact station wagon
3. A zippy, racy, two-seater sports car
4. A luxury sedan in the high-price class
5. A foreign-made compact sedan that averages 24 MPG
6. An American-made compact sedan that averages 23 MPG
7. An American-made full size sedan that averages 14 MPG
8. A combination of the above alternatives
9. An alternative not named above

First Priority_____

Second Priority_____

Third Priority_____

continued on next page

Decision-Making Situations
G-P - (7)

Situation #4

You have decided to redecorate the living room. You've saved money for this day and now you want the living room to be just the way you would enjoy it most. How will you decorate the room?

1. With new Early American Furniture
2. With family antiques and other antiques you plan to purchase
3. With new functional, contemporary furniture
4. With new French provincial furniture
5. A combination of the above alternatives
6. An alternative not named above

First Priority_____

Second Priority_____

Third Priority_____

I-G-P - (4)

DECISION ANALYSIS FORM

1. Describe a recent decision you had to make _____

2. How would you further define the decision-making situation you described above? Check any of the following that you think would apply.

_____ was related to a short-term situation
_____ was related to long-term goals
_____ was easy decision to make and did not require great deal of time, energy, and thought
_____ will affect other decisions I have to make
_____ was the type of day-to-day decision with which I am constantly confronted
_____ was a major decision that comes along only once or twice a year
_____ was a decision that would basically affect only me
_____ was a decision that would definitely affect others
3. List other pertinent data that you needed before you could begin to look at possible alternatives.

4. List the alternatives that you considered.

5. How did your values, interests, and need affect your decision?
My values which influenced the decision

continued on next page

I-G-P - (4)
Decision Analysis Form

My interests which influenced the decision

My needs which influenced the decision

6. Describe other factors which influenced your decision. Personal tastes?
Opinions of others? Had a "sixth" sense this was good for me, etc.

7. Rank order the alternatives you considered.

8. Describe how you followed through or did not follow through on the decision.

I-G-P - (5)

Using the decision making process outlined in the rationale for this element,
ask each client to select a problem he/she has to solve and solve it through the
decision making process.

I-G-P - (3)

WHAT FACTORS DETERMINE CAREER DEVELOPMENT?

There is much discrepancy concerning the most important factors determining a person's career development. Please rank the following factors from 1-15 in their order of importance to a person's career development as you see it. (#1 most important, #15 least important). After doing your personal ranking in the left column, do a group ranking in the right column.

_____	Learning how to get along with others	_____
_____	Learning present and future job market trends	_____
_____	Learning a marketable skill(s)	_____
_____	Learning to adapt to change	_____
_____	Gathering career information	_____
_____	Acquiring a positive self-concept	_____
_____	Learning about filling out job applications	_____
_____	Learning to be responsible	_____
_____	Learning to recognize and accept one's values	_____
_____	Learning a decision making process	_____
_____	Learning about the value of money	_____
_____	Chance	_____
_____	Developing one's interests	_____
_____	Parental Values	_____
_____	Identification with another person	_____

BEGINNING COMPETENCIES

The Components of Beginning Competencies are:

- Cognitive skill development
- Psychomotor skill development
- Interpersonal skill development

Rationale and Principles of Beginning Competencies

Skill development is the key to this element. People should learn that every individual has valuable skills and has the potential to develop further skills. They learn that basic cognitive skills developed at school coupled with effective interpersonal communication abilities and psychomotor skills are invaluable in succeeding in life. Due to technology and increasing societal changes, it is imperative that they realize new skill requirements will be asked of everyone, thus, it is important to develop the philosophy that new skills may be developed at any time during a person's life.

I-P-(1) Self-Evaluation

What particular things have I been good at? Poor at?
What things could I really do better if I wanted?

I-(2) Abilities Builder

Observe and question people who already have developed abilities. Pick someone with an ability you would like to develop and interview that person to get pointers in building that particular ability.

Invite a group of employers to discuss with students what they expect of employees. Have students become prepared with specific questions ahead of time.

I - (4)

VOCABULARY LIST

People frequently make mistakes in filling out applications because they don't understand the following words:

occupation

dependent

former

accurate

salary

personal

personnel

citizen

status

graduate

signature

complete address

reference

legible

bonded

veteran

chronic

employer

employee

marital status

convicted of

Be sure you know what these words mean before you fill out applications

I - (5)

MY PERSONAL PLAN OF ACTION1. I want to achieve the following goals: _____

2. What could keep me from reaching this goal?

- _____ I don't really have the skills, ability and/or knowledge needed.
 _____ I don't want it badly enough to really work for it.
 _____ I'm afraid that I might fail.
 _____ I'm afraid of what others might think.
 _____ Others don't want me to reach this goal.
 _____ The goal is really too difficult to ever accomplish.

Some other reasons might be: _____
_____3. What are some things I could do so the above things don't prevent me from reaching my goal? _____

4. Who can help me?

Kind of help:

5. What are my chances for success?

- _____ Very Good
 _____ Good
 _____ Fair
 _____ Poor
 _____ Very Poor

Why do I feel this way?

6. What are some of the good things that might happen if I reach this goal?

7. What are some of the bad things that might happen if I reach this goal?

8. What are the chances that the bad things would happen if I reached this goal?

- _____ Very high
 _____ High
 _____ 50/50
 _____ Low
 _____ Very Low

What could be done to reduce the odds?

9. Do I still want to try to reach this goal?

_____ Yes

_____ No

_____ Still undecided

10. What are some first steps I could take to reach this goal?

I - (5)

My Personal Plan of Action

11. What else must I do if I am really to succeed?

12. Am I going to take the above steps?

_____ Yes

_____ No

_____ Still undecided

13. If my answer to No. 12 is Yes, I make the following self-contract:

SELF-CONTRACT

I, _____, have decided to try to achieve the goal
of _____. The first step I will take to reach
this goal will be to _____ by _____.

My target date for reaching the goal is _____.

DATE _____ SIGNED _____

(WITNESSED BY) _____

From Cumberland County Career Guidance Program

I - (6)

GETTING ALONG WITH OTHERSCheck Yes or No

1. I have many friends.
2. My teacher likes me.
3. My parents are always fussing at me.
4. My friends play fair.
5. I think people are very friendly.
6. I try to boss everyone.
7. I talk back to my teachers or my parents.
8. I always want my own way.
9. I am a good sport.
10. People ask me to be with them.
11. I follow the rules of a group game.
12. I make fun of others.
13. People ask me to play games with them.
14. I am good in some games.
15. I tease people sometimes and hurt their feelings.
16. Sometimes I am a quitter.
17. Sometimes I give up before I should.
18. If I don't get my way I sulk.
19. I argue a lot.
20. I always do my share of work or play.

	<u>YES</u>	<u>NO</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

I - (7)

ACHIEVEMENT RECORD

DIRECTIONS: Think of your achievement test scores and see how many of these you can answer.

1. My greatest improvement has been in _____

2. My highest performance has generally been in _____
This is because _____

3. My lowest performance has been in _____

4. I have trouble in these subjects because _____

5. The subjects I think I can improve in are _____

- This is because _____

Minnesota

CAREER AWARENESS

The components of Career Awareness are:

- Awareness of all career opportunities available.
- Exploring career clusters based on personal interests and aptitudes.
- Preparing for specific jobs.

Rationale and Principles of Career Awareness

Basic to the concept behind this element is the opening of options in terms of occupations to all people based on accurate information concerning the wide spectrum of career opportunities available. Many individuals have entered occupations based on chance and/or insufficient or inaccurate data concerning their own wishes, interests, and abilities as well as insufficient or inaccurate data concerning the world of work. Through the three phase process of this element (awareness, exploration, and preparation), the intended outcome is better informed individuals making effective career choices.

To clarify the intent of this particular element in this guide, it is important to define what is meant by several terms used.

- Work - any conscious endeavor aimed at reaching benefits for self and others.
- Occupation/Job - work completed for which one is paid for completing specific duties.
- Vocation - one's primary work role, paid or unpaid, at any given time
- Career - one's life work history

Work, paid or unpaid, is valuable and benefits society which is made up of people performing many jobs while passing through their life careers. Career is really a process through which one progresses, not an isolated occupational choice.

The three phase process of career awareness, kindergarten through adult is:

1. Awareness--Kindergarten through Grade 6

In these years the children become aware of all the career opportunities available. Primary years deal with occupational information centering on people who directly come in contact with the child--parents, school workers, and community helpers. As children progress through the elementary grades, teachers find ways to tie awareness of the work world to specific curriculum areas such as nutrition, dental health, physical fitness, etc. No specific careers have been outlined for coverage during grades Kindergarten - Grade 4 intentionally, so that the teacher may exercise his/her own judgment for use of appropriate resources. At grades five and six, however, the fifteen occupational clusters as designated by the U.S. Office of Education have been split into two groups to insure that students will receive at least an overview of occupations in all of the fifteen clusters upon completion of grade six. This does not mean that a teacher is limited to including occupational information included in just those clusters, but each teacher is encouraged to provide an overview for each of those assigned to his/her grade level.

2. Exploration - Grades 7-9

The student, upon reaching the junior high level, should be aware of the wide range of opportunities available. This knowledge, coupled with awareness of his/her own wishes, interests, and known capabilities, is the basis for choices for indepth exploration in specific career clusters. Since the work world is changing dramatically through advances in technology and for other reasons, plus interest and motivation in students is such a dynamic factor, it is important that the student realizes that he/she should investigate families of careers rather than isolated occupations. Thus, by the completion of junior high school, the student has made tentative choices concerning his/her primary interests in one or two career clusters.

3. Preparation - 10 - Adult

Depending on the senior high educational program chosen, once the student reaches senior high school, he/she has made choices which have placed him/her on an educational path leading to certain types of occupations. During these years, the student is constantly evaluating opportunities and reevaluating decisions regarding further education and/or future employment. Upon completion of grade 12, the student should be prepared to enter the type of post secondary education of his/her choice or be prepared to enter an occupation of his/her choice.

If, as an adult, a person has missed any of the phases, it would be helpful for work to be done with the individual to provide what was missed.

BASICS TO EFFECTIVE UTILIZATION OF COMMUNITY WORKERS

Community Resource File

The first thing to remember about using community workers is to record whatever involvement there is. Then you have a running record of interested, supportive resource people. Maintaining a card file in a counselor's office where it is accessible to everyone involved, allows for updating the file and maximum use. The types of things helpful to include on a file card for the resource file are:

Name
Address
Telephone #
Work title and brief description of duties
Type of activity the person will provide
(job shadowing, guest speaker, host a field trip, etc.)

Approximate number of times per year the person is willing to participate

Running log of how often the resource person has been used, in what capacity, and by whom

Once a record like this is kept, it is amazing to see how many community workers are being used already. As you involve people in your program through many of the activities in this guide, your work will become easier and easier in terms of involving the community.

The important thing to remember is to coordinate the file's use. If a resource person has already been used as much as he/she has indicated willing to do, be sure to inactivate that card until the person has time again to participate. In working with the community, it is very important not to over-involve people so that they lose interest in cooperating with you.

Job Shadowing

Once a person has developed an interest in a particular occupation, job shadowing is an excellent method for reality testing that interest. Please refer to the job shadowing unit for further information.

Field Trips

Field trips are a way to expose several students at one time to a community resource. Careful planning prior to visiting a resource person is essential. Students must be prepared with questions they wish to ask. The resource person needs to know exactly what it is that the students want to see and learn. A list of helpful guidelines for involving community workers is included at the end of this narrative.

CAREER FAIRS

Many schools devote a day each year to a career fair. This activity brings many community workers into the school at one time for a day or half day for the express purpose of describing and answering questions regarding their work. A great deal of knowledge can be gained from this experience; however, what frequently happens is that less is gained from the experience than could be. There are several reasons for this. The first often involves lack of student involvement and interest. One school this year held a career fair where groups of students were stationed to hear various speakers yet had no input as to which speakers they would hear. The first step whenever planning an activity of this sort is to survey student interest and make every effort to supply the job categories in which they have expressed interest. Then, of course, it is essential that they have the option to attend those sessions in which they have interest. This, unfortunately, creates a nightmare scheduling effort.

Another problem with a one day career fair is the carnival atmosphere that often accompanies it. Students have gotten out of classes for this, a treat usually, and, without a great deal of preparation and involvement, they can become more caught up in the novelty and confusion of doing something different rather than in the learning desired.

Career fairs certainly, have a lot to offer and if they are the only option available for bringing workers into the school, are worth doing. A much less chaotic approach allowing for only those students interested in listening to particular speakers attending career sessions, is one where speakers are brought in on a continuing basis throughout the year. After student interest has been canvassed, speakers are invited to the school to speak to students interested in their types of work. Most schools using this approach feature one or two occupational clusters a month as a way of organizing the activity and as a way of letting students know when various occupations will be offered.

A guidance person or career education coordinator usually coordinates this program so that it continues smoothly on an ongoing basis.

MORE ON COMMUNITY INVOLVEMENT

Community Based Learning or Apprenticeship Programs

If a person needs to learn specific skills in a given work related area, one of the best methods for learning is to learn by working right along side a community worker who serves as the teacher. This method requires careful planning among the counselor, community worker, and student so that expectations are clearly understood and attainable.

Guest Speakers

Community workers make excellent speakers for groups--to make them more aware of jobs and to talk to them about what the world of work is really like. Often they are listened to much more readily than teachers or counselors particularly in the area of developing positive work attitudes and habits. Prior to a speaker's coming, he/she must know all the logistics:

The topic to be covered

The time for the visit as well as the amount of time devoted to the talk

A list of questions likely to be asked (serves as a good framework for the resource person's talk)

Location of the talk and how to find it

Good Rules of Thumb

For public relations and common courtesy purposes, it is terribly important to show appreciation for whatever time a community resource person has given. A thank you note from the student and/or counselor following the activity is imperative.

Letting the person know exactly what is expected of him/her is also necessary to insure effectiveness as well as lessen possible anxiety on the part of the worker. After making initial contact and plans for an activity, it is very helpful to the worker if a confirmation letter follows spelling out exactly what is expected and anything unusual which he/she should know about the students involved (physical handicaps or limited ability which might affect the content of the activity).

GOOD QUESTIONS FOR INTERVIEWING A COMMUNITY WORKER

1. What is your job?
2. What do you like about it?
3. What is your work day like? Do you work days, nights, overtime?
4. Do your job duties change from day-to-day?
5. In which firms or businesses is employment available?
6. Does the worker work with (a) ideas (data), (b) people, or (c) things? What activities does he perform in relation to these categories?
7. What tools or special equipment do you use on your job?
8. How is the employer benefited by the worker?
9. What qualifications or preparation is needed by the worker? (required or desired). Are there age, weight, or height requirements? What skills do you need? What aptitudes do you need?
10. What benefits are received by the worker? (Pay, satisfaction, work values and interests)
11. What opportunities are there for advancement?
12. Is the need for the occupation increasing or decreasing?
13. What are the working conditions and environment of your job?
14. What personal characteristics are helpful for workers to have?
15. What are the specific advantages and disadvantages of this occupation?
16. What school subjects are most valuable to this job?
17. How did you go about finding your present job?

CONFIRMATION LETTER TO A RESOURCE VISITOR

(Use school letterhead stationery)

Date _____

Inside Address _____

Dear _____:

Thank you for planning to visit with us on _____
at _____ a.m./p.m.

You can be a valuable contributor to our school's career-oriented curriculum by planning your presentation to the class according to the following guidelines:

1. Explain the nature of your career. If possible, wear the type of uniform or clothing you would wear on the job.
2. Show kinds of job tasks you yourself perform. (It would be interesting for students if you could demonstrate some tool peculiar to your occupation--this could even be paperwork duties performed).
3. Provide students with an activity that combines career awareness and academic skills.
4. Emphasize how school subjects have been helpful to your job performance.
5. Allow time for students to ask questions.

If you believe a meeting with me would be helpful in gearing your presentation to the level of the students, please do not hesitate to call me.

Please check in at the office of the school upon your arrival and you will be given assistance in locating my room.

Very truly yours,

Name of Teacher _____
Grade Level _____

Attachments
Typical student question list

CHECKLIST FOR CONTACTING A RESOURCE PERSON

1. Call at least a week in advance.
2. Give pertinent details, age level of students, what they are studying that relates to that particular person, general background of students, number of students, etc.
3. Set visitation date and time.
4. Send the following:
 - a. Confirmation letter
 - b. Typical student question list
5. Confirm date and tie in a follow-up telephone call a day or so before the planned visit.
6. On the day of the visit, try to allow some time for the visitor to talk with you before he/she steps into your classroom, in case of last minute questions, etc.
7. After the visitation, have students write a "thank you" letter.

DEVELOPING CAREER RESOURCE CENTERS

A career information and career education library designed to provide occupational information, job seeking and holding skills, self-awareness materials, education and training opportunities information is an important component of a career education program. Staff and students need to have easy access to the materials and need to be made aware of their existence and potential uses.

HOW TO SET UP:

Finding a place to house the materials is the first step. Utilizing existing resource space (i.e., guidance office, media center) is a good start. A few shelves are all that is really necessary. Appropriate materials can be selected from the school library, teachers' resources, AV Department, or the guidance office for the career resource center. These materials can be arranged in numerous ways depending on whether the center is part of the library or guidance office or whether there will be a staff person or student aid available to help users locate the materials. General categories can be set up, such as the following currently in use at the Career Resource Center at the University of Maine at Augusta:

A. Career Planning and Decision Making -

Materials on self-awareness, decision-making skills, and life planning.

B. Occupational Information -

This will probably be the largest category and can be broken down in many ways, such as:

1. General information on careers, directories, encyclopedias on a variety of jobs, i.e., DOT.
2. Information on specific careers or on specific clusters, i.e.
Your Career in Music.

continued on next page

Developing Career Resource Centers

3. Information on careers for special groups, i.e., minorities, women, self-employment.
 4. Labor Market Information - include Occupational Outlook Handbook and other information on employment trends.
- C. Job Search Information -
- Such as - What Color is Your Parachute; information on interviewing and job hunting.
- D. Education and Training Information -
- College directories and catalogs, vocational school listings.
- E. Community Resources -
- For use by teachers and students; listings of local services, field-trip sites, classroom speakers, etc.
- F. Employer Information -
- Federal jobs summer employment opportunities; local businesses looking for part-time help; national directories on job placement.
- G. Professional Information -
- Teacher-oriented materials, curriculum guides, in-service program readings.
- H. Bibliographies -

There are many other classification systems which would also work with this type of material. Books, films, filmstrips, etc. can all be organized into these categories. Pamphlets can be organized in a file cabinet using the same system.

Staff and students would need to have orientations to the materials and to the organizational system. A poster or chart could be used to describe the system, and color codes for each category would facilitate re-shelving. More sophisticated retrieval systems such as card catalogues and call numbers could be incorporated as the collection grows.

I - (1)

ACTIVITIES

Full-time workers usually work 200-240 days a year on the job. Imagine what one day in the career you are thinking about would be like. If possible, talk to someone who does this kind of work. Write a paragraph or two indicating where you would live when you would go to work and how you would get there, who you would see and talk to on the job, when you would finish work, how you would feel, and what you might do afterwards.

I-G-P - (2)

Needs & Work

Construct a list of individual needs which a specific occupation could meet.

I - (3)

Career Exploration

Choose an occupation that appeals to you and name the most important rewards you will derive from it. Discuss variety of reasons people select various occupations.

G - (4)

CETA

Have speakers from Manpower Development talk with students about current occupational trends and the job market. Also, Bureau of Labor Education at UMO.

G - (5)

Career Awareness

Develop a list of situations causing one to change jobs. Fold them up and pass on to each member of the group. As each person is called upon, have him/her read the situation and then respond how he/she would handle the situation. Group discussion can follow.

I-G-P - (6)

Point out to the students that deciding on one career choice can be risky, since it is sometimes impossible to predict the future job market for each occupation. Some jobs become obsolete, due to advances in technology, or some jobs become non-existent due to economics (the decline of the textile industry in Maine). Therefore, it is essential to be flexible in one's thinking and training so that the individual can transfer learned skills to a variety of job situations.

G-P - (7)

Career Exploration

Activity: "What if" Challenge

continued on next page

Activities

Introduction: This is a short exercise you can use any time to challenge the goals a student has established. Many of their goals are unrealistic for one reason or another. Also, many people don't like to think about other options they have or what would happen if things don't go the way they have planned.

Activity: Have one student state something he/she would like to accomplish. The other students are going to think of something that would prevent that person from accomplishing that goal.

Ex.: A student may state his goal as being a nurse. Another student asks, "What if you can't stand the sight of blood?" "What if you can't pass the training programs?" "What if you hate the hours?"

I - (8)

Job Shadowing

A person job shadows so that he/she may see an occupation as it really is. The client follows a worker for a complete work day, assuming the same working hours, coffee breaks, lunch hours, etc., that the worker follows. The activity does not involve the worker's time preparing and presenting to the student what his/her job completely entails; the student should already have an awareness of that through previous study and an occupational interview. The goal is for the student to observe that worker's day just as it would be if the student were not shadowing.

Some of the career education objectives which can be met through job shadowing are the following:

- To explore and become aware of a specific career
- To see work as it is for a worker
- To explore the preparation for a specific career
- To explore career responsibilities
- To understand the work environment
- To understand the potential compensation in terms of personal satisfaction for success at work
- To begin to psychologically prepare for work
- To understand that all meaningful endeavor/work has dignity
- To see the inter-relatedness of occupations
- To develop an appreciation of the responsibilities that holding a job involves
- To begin developing personal preferences in terms of one's desired occupational role and life style.

Activities

I - (8)

Tentative Job Shadowing Format

- I. Once the student has indicated interest in a particular career or career cluster to his/her counselor, he/she will study that occupation through an agreed upon contract between him/her and the client in the most appropriate way or ways listed:
 - a. Self-assessment (such as Self-Directed Search, Kuder, etc.).
 - b. Study occupation through GIS and Occupational Outlook Handbook.
 - c. Study career briefs or any other career information available at High School Guidance Office and the public library.
 - d. Prepare a written paper concerning the career based upon data collected through the above methods.
- II. Student sets up appointment to job shadow with a worker he/she and counselor locate.
- III. Student spends day with worker.
- IV. Student completes reaction report on next page or answers questions during a discussion with the counselor.

Job Shadowing Reaction Form

6. Describe how the person you shadowed revealed his/her likes and dislikes about the job.

I - (9)

CAREER DIRECTIONS

OBJECTIVES: To have students realize the pattern various people's lives take and the importance of developing skills.

To have students realize that people often have many different jobs and that entry level jobs serve as a requirement for other jobs.

METHOD: Have each student interview three people and chart their career path. Have the student include education, military training, volunteer work, hobbies, and jobs.

EXAMPLES:

high school



salesclerk



housewife



college



insurance trainee



underwriter

high school dropout



hobby auto mechanics



military



G.E.D.



aircraft maintenance
training in service



aircraft mechanic

WORK ENVIRONMENTS

Objective: To help students picture what the ideal environment for them to work in would be like and then to try to find that environment in a specific job.

Introduction: (for you to do)

Activity: Read the first two items from the work environments list and then have the student make a statement about how they would design their future job if they could.

For example: Work alone . . . part of a team
 -- I would like to work alone most of the time as I
 can't stand having people tell me what to do all
 the time.
 -- I really would like to be part of a team.

Continue using other items from your list that you consider appropriate for your class. I doubt that you will want to use them all.

Then have the students read their lists and have the other class members comment about an appropriate job.

Follow up: Use computer to explore the occupations suggested.

G-P - (11)

Objectives: To familiarize students with common job requirements.

Materials: Copies of the want ads from newspapers.

Introduction: What are some of the common requirements for jobs? What do you need to get a job? Today you are going to be looking at the want-ads and making lists of the job requirements.

Procedure: Have two students work together and make a list of the requirements that are listed for the various jobs that are advertised in the paper. Have the students divide the requirements into personal requirements and experience requirements.

Discuss the requirements that they find. This would be a good time to discuss the misconceptions many students have about all college education being the same. Most job requirements are written in terms of specific college major rather than a college education.

After they have shared their lists, pass out the attached list and have them see how many of the items on the list they found.

CAREER TRIAL PLAN

Tentative Career Selection: _____

Note: The following checkout will provide a means for you to do some reality testing of your career choices. Please give careful thought to your responses so that your chances of success can be predicted.

PLEASE CHECK

() 1. I have considered the mental abilities and aptitudes needed for this career (such as scholastic ability, clerical, mathematical, verbal, science, or mechanical aptitude.)	(Underline One) I can meet them I cannot meet them Not sure
() 2. I have considered the educational/ training requirements for this career (such as length of training, courses required, nature of education/training, aptitude strength, etc.)	(Underline One) I can meet them I cannot meet them Not sure
() 3. I have considered my interests and personality needs (such as interest in ideas, people, things, outdoor, artistic, investigative, mechanical things, etc.)	My interests and personality needs are in the following areas:
() 4. The physical requirements, the physical surroundings, and working conditions of this career have been investigated.	(Underline One) They appear to be: Satisfactory Unsatisfactory
() 5. I have carefully considered the advantages and disadvantages of this career. The advantages outweigh the disadvantages.	(Underline One) Yes No
() 6. I can tolerate the disadvantages.	(Underline One) Yes No
() 7. I have investigated the job outlook in this career for the next 10 years.	(Underline One) The outlook is: Excellent, Good, Fair, Poor
() 8. The activities of this career seem to be in harmony with my value system and life style.	(Underline One) Yes No

continued on next page

I - (11)

Career Trial Plan

- () 9. I have investigated the probable geographic area in which employment will be available in this career.

(Underline One)

I am - I am not
willing to leave the Des Moines area

10. Most workers in this career are found in (circle one or more).

cities rural area all areas offices factories other

11. Possibilities for promotion are

(good) (fair) (poor)

12. The earnings I can make in this career are

(satisfactory) (unsatisfactory)

13. I _____ discussed my plans with someone already in this career.
(have) (have not)

14. Steps and courses needed to prepare myself for this career:

1. _____
2. _____
3. _____
4. _____

15. I _____ considered the financial requirements for further education/
(have) (have not)

training in this career. I will either meet these requirements on my own resources or will apply for financial aid at the institution where I plan to attend.

16. I plan to seek further education/training at one of the below-named institutions.

- (a) _____
(name of institution) (address)
- (b) _____
(name of institution) (address)
- (c) _____
(name of institution) (address)
- (d) _____
(name of institution) (address)

OCCUPATIONS QUIZ

G-P - (12) This is a fun activity that makes one realize what an unknown array
of jobs exist.

Briefly describe the type of work done by a person employed in the following occupations:

1. Back Washer -
2. Frog Shaker -
3. Bank Boss -
4. Kiss Setter -
5. Jogger -
6. Bead Builder -

OCCUPATIONS QUIZ (KEY)

- | | |
|-------------------------------|--|
| 1. Back Washer (582.685-010) | Tends machine that washes textiles. |
| 2. Frog Shaker (521.687-110) | Shakes cured tobacco to separate leaves. |
| 3. Bank Boss (932.132-010) | Supervises dredging operations. |
| 4. Kiss Setter (529.687-122) | Shapes and wrapes candy kisses. |
| 5. Jogger (659.686-010) | Aligns edges of piles of printed or blank paper. |
| 6. Bead Builder (750.684-014) | Builds rubber tire beads. |
-

Scoring:

- | | |
|-----|----------------------------|
| 0 | Average |
| 1-2 | Excellent |
| 3-5 | Outstanding |
| 6 | Unbelievable - used D.O.T. |

APPRECIATION AND ATTITUDES

The components of Appreciation and Attitudes are:

- Awareness of the dignity in all work.
- Appreciation of the work ethic.
- Awareness of opportunities for productive use of leisure time and its impact on one's life.
- Awareness that job choice should be dependent on neither race nor sex.
- Awareness of different life styles.

Rationale and Principles of Appreciaton and Attitudes.

The key to the rationale behind the element of appreciation and attitudes is values clarification and values development. Four major areas are emphasized:

- a. development of positive attitudes toward work (any conscious endeavor aimed at reaching benefits for self and others).
- b. development of bias-free attitudes toward work roles.
- c. development of awareness of a variety of life styles and, ultimately, the development of a preference for a particular life style.
- d. valuing constructive uses of leisure time as a means for enhancing self-expression and benefiting one's life.

Since a person cannot make effective decisions about his/her life style and career without clear knowledge of what he/she values, this element is crucial.

ACTIVITIES

G - (1)

Have students discuss the differences between blue collar and white collar workers. How are life styles different and attitudes toward the two types of workers different?

I-G-P - (2)

Have students talk with workers in industry who work at night or on a "swing shift". Discuss advantages and disadvantages of both as well as how these types of working conditions affect one's life style.

I-G - (3)

Have the students investigate assembly line work. What happens if one member of the assembly line neglects his/her duties or is absent a lot from work? What happens to other workers as a result of this neglect or absence? Ask the students to decide whether it is ethically right for a worker to neglect his/her job?

G - (4)

Administer the Work Values Inventory, by Donald Super. When students interpret their scores have them share with each other the different types of work values represented in the class. This could lead to a group discussion on why different individuals value different things and life styles.

G - (5)

Have each person choose an occupation that appeals to him/her and then name the most important reward to be derived from that job. Discuss the variety of reasons people select various occupations and the impact these decisions have on people's lives.

OCCUPATIONAL-PRESTIGE-RANKING WORKSHEET

Instructions: Rank the following occupations according to the prestige attached to them in the United States. Place the number 1 in front of the occupation you believe most people would think most prestigious. Rank-order the remaining occupations through 15, 15, being the least prestigious.

_____	Author of novels
_____	Newspaper columnist
_____	Policeman
_____	Banker
_____	U.S. Supreme Court Justice
_____	Lawyer
_____	Undertaker
_____	State governor
_____	Sociologist
_____	Scientist
_____	Public school teacher
_____	Dentist
_____	Psychologist
_____	College professor
_____	Physician

G-P - (7)

ALLIGATOR RIVER

Read the following story to the group:

Once there was a girl named Abigail who was in love with a boy named Gregory. Gregory had an unfortunate mishap and broke his glasses. Abigail, being a true friend, volunteered to take them to be repaired. But the repair shop was across the river, and during a flash flood the bridge was washed away. Poor Gregory could see nothing without his glasses, so Abigail was desperate to get across the river to the repair shop. While she was standing forlornly on the bank of the river, clutching the broken glasses in her hands, a boy named Sinbad glided by in a rowboat.

She asked Sinbad if he would take her across. He agreed to on condition that while she was having the glasses repaired, she would go to a nearby store and steal a transistor radio that he had been wanting. Abigail refused to do this and went to see a friend named Ivan who had a boat.

When Abigail told Ivan her problem, he said he was too busy to help her out and didn't want to be involved. Abigail, feeling that she had no other choice, returned to Sinbad and told him she would agree to his plan.

When Abigail returned the repaired glasses to Gregory, she told him what she had to do. Gregory was appalled at what she had done and told her he never wanted to see her again.

Abigail, upset, turned to Slug with her tale of woe. Slug was so sorry for Abigail that he promised her he would get even with Gregory. They went to the school playground where Gregory was playing ball and Abigail watched happily while Slug beat Gregory up and broke his glasses again.

Once completed, ask each student to rate each of the characters - Abigail, Gregory, Sinbad, Ivan, and Slug - from the worst (1) to the least bad (5) and to defend their choices in the group discussion that follows.

G-P - (8)

LANDLORD/LADY

After the nuclear attack, you resigned your government post. You bought an apartment house and now you are a landlord/lady. Congratulations!

You have five vacancies in your building, and there are 13 applications filled out for these apartments. Choose the five you would select for tenants.

1. A black family, four children, and family has a steady income.
2. A Jewish family, 1 child, husband and wife.
3. A retired couple in their mid 60's whose rent will be paid by the State.
4. Mother, one child. Husband is in Viet Nam.
5. An Italian family with five children. They want two apartments.
6. One Cuban, recently escaped from Cuba.
7. One young man, a loner, has long hair, a steady job.
8. Two ex-convicts just out of prison after burglary conviction.
9. Young unmarried couple from wealthy families.
10. Crippled veteran with unstable income, living off his pension.
11. Two Mormon men who are going door-to-door informing people about their religion, with hopes of getting converts.
12. Doctor who wishes an apartment for his office.
13. Young unmarried secretary, who recently found out she is pregnant; will keep the baby. Comes from a wealthy family.

G-P - (9)

"VALUES"

Step 1: Which values do you want to be most important in your civilization?

Have the students rank them from most important to least important.

_____ Wealth
_____ Equality
_____ Family
_____ Progress
_____ Tradition
_____ Freedom
_____ Love
_____ Health
_____ Peace
_____ Justice
_____ Beauty
_____ Wisdom
_____ Power
_____ Happiness

Step 2: Ask the students to select a partner to work with. Have them discuss with each other why they value the things they do.

Step 3: Bring the whole group together to discuss their results.

G-P - (10)

ACTIVITIES

A + A

To work or not to work - Have students list economic reasons for working, luxury items each would like, social reasons for working, psychological reasons for working. Each can be discussed after the listing is done. Have students then apply some questions to school work.

- a) How are the answers the same? different?
- b) What are the advantages for a job over school training and vice-versa

I-G-P - (11)

Have students watch on TV "The Waltons", "One Day at a Time", "Eight is Enough", "All in the Family", etc. Discuss different family relationships and life styles. Have students describe what an ideal family would be in their estimation.

I-G-P - (12)

- a) Define life styles.
- b) List factors that influence one's life style and how life style is constantly changing
- c) Using the GIS for research, chart the life style of several occupations
- d) Given a list of likes (nice clothes, meeting people, golf, etc.), students match and list occupations that allow each.
- e) Students pick occupations that match the likes they personally choose.

G-P - (13)

Invite a blue collar worker to talk with students about the contributions they feel they are making to society as well as to themselves.

I-G-P - (14)

Name a "desirable" and an "undesirable" occupation and write a paragraph on the impact on society if each occupation were eliminated.

I-G-P - (15)

Have the students discuss or write on the topic, "what do you expect to gain from work and what can society expect to gain from your work?"

I-G-P - (16)

The fact that we can often guess a person's type of work without asking shows that work shapes one's life style and image. Write a paragraph about or discuss as a group one occupation you might enter. Describe the people you would work with, when and where you would work. Where you would live, how active you would be in civic and community affairs. To help you get an accurate picture, try to talk to a worker in that occupation. If that is not available, research through the GIS, the microfiche, and printed career materials.

continued on next page

Activities

G-P - (17)

Have students brainstorm on the topic of the four-day work week. How would this affect our lives and particularly, our use of leisure time?

G-P - (18)

Have students meet in small groups and discuss aspects of employment that they consider essential: Money, freedom, prestige, training, structure, getting along with co-workers, approval from employer, surroundings, etc.

(Would be especially good after administering Work Values Inventory)

ECONOMIC AWARENESS

The Components of Economic Awareness that correlate directly with Career Education are:

- People provide demand for economic goods and services.
- Consumption is using goods and services to satisfy these wants.
- The process of production makes possible the economic goods and services we consume.
- Scarcity exists continually because there are never enough resources to satisfy all of the never-ending wants of people.
- Money is used as exchange for economic goods and services.
- We are interdependent upon each other and need the contribution of work effort of all people to be productive.

Rationale and Principles of Economic Awareness

The development of an individual's ability to participate in our present and future economy is the outcome of economic awareness. Clients need to be able to make rational choices in solving economic problems they will face as individuals and as citizens of their city, state, and nation.

There are several other components to an economic education program such as the role of government, the market economy of the United States, and the world economy which do not correlate as closely with career education. These components, therefore, are not mentioned in depth in this guide.

DIRECTIONS: Do not sign your name! This is not a test. You will not be graded on your replies. Read each question carefully; then check the box that you believe answers the question correctly in terms of your own consumer behavior.

	Yes	No	Usually
1. Do you plan purchases before shopping?			
2. Do you follow some type of spending plan?			
3. Do you ever give serious thought to values and goals - to what is truly important to you and what you hope to achieve and obtain?			
4. Do you ever write down goals for spending?			
5. Do you normally compare prices and quality of goods and services in several places before buying, particularly when buying major purchases?			
6. Do you consider how your consumer decisions affect the supply and demand for specific goods and services?			
7. Do you inspect goods carefully before buying?			
8. Do you ask questions and - when appropriate, get written guarantees on goods and services before buying?			
9. Do you consider how an item will be used when deciding what quality to buy?			
10. Do you know which features are - and are not - important to you in different products?			
11. Do you read labels and hangtags before buying?			
12. Do you have labels and hangtags handy after buying for information on use and care?			
13. Do you follow directions for use and care of products?			
14. Do you decide approximately what you can pay for a specific item before shopping?			
15. Do you know where and how to call for necessary servicing and repair of the products you buy?			
16. Do you gather reliable information on goods and services to help you decide what and when to buy?			

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I-G-P - (7)

What do you do?

17. Do you make an effort to get along with salespeople?
18. Do you make necessary returns and exchanges promptly?
19. Do you check a store's policy on returns and exchanges before you buy?
20. Do you make a conscious effort to separate information from persuasion in advertising?
21. Do you keep up with new developments in products, services, selling methods, etc.?
22. Do you keep up with consumer interest, activities and legislation?
23. Do you find out how much you will pay before you use credit?
24. Do you know the responsibilities involved in using credit?
25. Do you read contracts carefully before signing?
26. Do you complain effectively and constructively when necessary?
27. Do you know how to file a tax return?
28. Do you know where to find information on goods and services before you buy?
29. Do you have any type of savings program?
30. Do you normally balance your income and your spending?
31. Do you cooperate with your family in managing family income?
32. Do you know what government agencies and private organizations aid consumers?
33. Do you postpone purchases until sale prices are in effect whenever possible?
34. Do you know how utility bills are computed for a home? (Gas, electricity, water, telephone, etc.)
35. Do you know the legal responsibilities of automobile owners and drivers?
36. Do you know the approximate cost of items you buy frequently?

[illegible]

I-G-P - (8)

INCOME QUIZ

Rank order each of the following occupations in order of average income.

- _____ X-ray technician
- _____ Beginning policeman in large city
- _____ Registered nurse
- _____ Bank Teller
- _____ Corporate lawyer (5 years experience)
- _____ Funeral director
- _____ Sociology professor
- _____ Environmental scientist (holds master's degree)
- _____ Secondary school teacher
- _____ Dentist (10 years experience)
- _____ Psychology professor (full professor)
- _____ Automobile mechanic
- _____ Plumber (union member)
- _____ Physician with private practice for patient care services

Discuss answers with the group. Check accuracy of the responses by looking up each occupation in the Occupational Outlook Handbook.

I-G-P - (9)

ECONOMICS AND LIFE-STYLE WORKSHEET

Please read the following items carefully. Check () those items you feel are essential to your future plans and life-style.

- ☐ Marriage
☐ Size of family (including you and your wife)
☐ Remaining single
☐ Own my own home valued at -\$15,000 -20,000 -25,000 -30,000 -40,000 -50,000
☐ Rent an apartment -furnished -unfurnished
☐ Home owners insurance
☐ Life insurance -myself -spouse -children
☐ Medical insurance
☐ Auto insurance
☐ Car -new -used -one -two or more
☐ Dental expenses
☐ Eyeglasses
☐ Furniture
☐ Property taxes
☐ Water
☐ Electricity
☐ Telephone
☐ Heat -oil -coal -electric -gas -wood
☐ Television
☐ Snowmobile
☐ Union dues
☐ Snowblower
☐ Clothing
☐ Food
☐ Stereo
☐ Vacation -2 weeks -Month or more
☐ Gasoline
☐ Disposal services (trash and garbage)
☐ Personal services (dry cleaning, haircuts, etc.)
☐ Recreation and leisure time
☐ Pension fund/retirement
☐ Savings account
☐ Washer/dryer

Anticipated income from your job -\$5,000-10,000 -\$10,000-15,000

-\$15,000-20,000 -\$20,000-or more

Do you believe your job can support this life-style?

-yes -no -don't know

